DOCUMENT RESUME

ED 387 774 CG 026 591

AUTHOR	Krieg, Fred Jay; And Others
TITLE	Transition: Student to Work. Models for Effective Transition Planning.
INSTITUTION	National Association of School Psychologists, Bethesda, MD.
REPORT NO	ISBN-0-932955-97-5
PUB DATE	95
NOTE	172p.
AVAILABLE FROM	National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814 (Publication No. 6535).
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Aspiration; Career Choice; *Career Guidance; Career Planning; *Disabilities; Educationally Disadvantaged; *Education Work Relationship; Employment Potential; *Federal Programs; High Schools; Individualized Education Programs; Job Placement; Junior High Schools; Models; *Noncollege Bound Students; School Counseling; School Guidance; School Psychologists; *Special Needs Students; Vocational Education
IDENTIFIERS	*School to Work Opportunities Act 1994; *School to Work Transition

ABSTRACT

There are great parallels between the School-to-Work Opportunities Act and the legislation which produced transition services for individuals with disabilities. The rationale is clearly the same: a real recognition and concern exists about the difficult transition that faces all high school graduates as they prepare to live on their own, assume new roles in the adult community, and enter the world of work. This project was implemented to develop a training package for transition services to assist transition teams in Middle Schools and High Schools. It provides extensive information about the School-to-Work Opportunities Act and its mandates for transition services. The legislation, intended primarily to help the 75 percent of American youth who will not pursue a traditional four-year college degree, is designed to assist these young people by formulating a universal, high-quality, school-to-work transition system that enables youth in the United States to identify and navigate paths to productive and progressively more rewarding roles in the workplace. Chapters include: "School to Work"; "Definition and Legislation"; "The Transition Process"; "The Transition Profile"; and "Theory into Practice." Extensive appendixes, which account for approximately one-half of the publication, include inventories, surveys, the transition profiles, forms, and case studies developed for this project. Contains a 44-item bibliography. (JBJ)

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Transition: School To Work

Models For Effective Transition Planning

By: Fred Jay Krieg, Ph.D.
Peg Brown, M. Ed.
John Ballard, B.S.

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Fred Jay Krieg, Ph.D.
Peg Brown, M.Ed.
John Ballard, B.S.

From the NASP Publications Policy Handbook

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ISBN 0-932955-97-5

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First printing: 1995

Publication No. 6535

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About the Authors

Acknowledgement

When we began this project almost two years ago, the magnitude of the undertaking never occurred to us. Gary Roush, Director of Special Education for Pleasants County Schools, West Virginia, suggested we develop a training package for transition services to assist transition teams at St. Marys High School and Pleasants County Middle School. On the surface, it seemed a relatively easy task. A transition grant was obtained from the Governor's Cabinet on Children and Families and the project began.

I was fortunate early on to hire John Ballard, a young man going through the transition process himself. Recently graduated from college, soon to be married, and having just completed the quest to live on his own, John knew this material firsthand. His present life experiences made this project a living reality. His willingness to go the extra mile to find the information we needed was invaluable. John always approached his work with thoroughness, a positive attitude, and a genuine caring about the project. Without John, this project would have never been completed.

As John and I started on this project, we were trying to find what information was available in the field. Our assumption was that since a law had mandated transition services, there would be plenty of information available if we just looked hard enough. Such was not the case.

About halfway through the project, John and I were lucky enough to find Peg Brown. (Actually Peg found us.) Peg knew special education and IEPs, and brought her expertise to the project. It was Peg who helped us see that, for the project to be successful, we would have to develop much of our own material. To Peg we owe the *Transition Profile* and the *Student Interest Survey*. Peg worked faithfully on this project without complaining, despite the long and late hours demanded by the schedule. We worked so closely together that Peg would anticipate needs, then provide insight and guidance. She seemed to be just a step ahead of the rest of us. Her expertise is evident throughout this work.

Once all material was developed, the time came to hire a Transition Coordinator. Bev Young, a recent graduate of Marietta College, became the Transition Coordinator for Pleasants County. Bev Young put "Theory Into Practice" as she implemented the material contained in this book, actually developing Transition Profiles and interpreting them into Individual Education Plans. Transition Planning soon became her area of expertise. Bev Young provided the material that became Chapter 5 in this book. Her willingness to "iron out the bugs" is greatly appreciated and is hereby acknowledged.

If any one person deserves recognition for his encouragement, support and willingness to share his talent and expertise, it is Gary Roush. We appreciate his critical feedback on early drafts and his judgment and fine tuning of our first edition. His belief in our abilities provided motivation and inspiration. Our respect for Gary only continued to grow as he always had time for us despite the difficult time he was experiencing.

Much of the background material written in the first chapter comes from the expertise of Larry Gainer. Larry, as Coordinator of Secondary Education for Pleasants County Schools, chairs the task force developing the new school-to-work curriculum for St. Marys High School. Larry sees the need and the impact, for now and for the future, of successful transition services. Larry Gainer is the finest educator I have ever had the pleasure to know. He is on the forefront of educational innovations. Larry counseled wisely and thoughtfully and we owe him considerable gratitude. It was he who had the insight to see the parallel between Transition IEPs and the new School-to-Work Opportunities Act.

Our heartfelt thanks is extended to all of the people of Pleasants County, the faculty and staff of Pleasants County Schools, and Harold Carl, II, Superintendent, for their time, trust, support, and friendship and for the opportunity to be a part of such an outstanding school system.

I also want to take this opportunity to thank Bob Wilt, Tyler County Schools, West Virginia, for his support and faith in us. Bob took his time to provide feedback throughout the project, sponsored our training efforts, and allowed us to field-test the material in Tyler County schools.

We would be greatly remiss not to thank David Sable of the West Virginia Governor's Cabinet on Children and Families, Ghaski Lee of the Department of Education, and Donna Ashworth of the Department of Vocational Rehabilitation, for their support and assistance in this project. Each in their own way has been invaluable. Their patience as we struggled in the beginning and their belief in the importance of school-to-work transition enabled us to push this project to completion. School-to-work transition is truly an impact issue for them as it is for us.

We would like to thank Linda Bennett for sharing her talents and for her timeless efforts as well as her skillful technical assistance in typing and developing the manuscript. Our thanks also go to Angie Madia, a graduate student in our program who graciously shared valuable information which became an integral part of the fiber of this book.

In the end, there was Sue Rafferty who read, edited, transcribed, corrected, and provided all of the necessary ingredients for this manuscript to become a book. We appreciate her late night hours, her speed, her efficiency, and most of all, her writing talents which enabled this book to move from a dream to a reality.

Last but not least, we want to take this opportunity to share our appreciation, love and devotion to Sallie, Gary and Lynne, our spouses. They showed great patience as our project became more and more time consuming, especially in the last month. To our children go thanks for allowing us time away from them and for their understanding, inspiration and appreciation that in some small way this project will make a better world for them.

Finally, we express our gratitude to each other, for the support, understanding, affection and reinforcement, given generously and reciprocally, whenever it was needed.

Fred Jay Krieg
Peg Brown
John Ballard

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Chapter One: *School To Work*

"There are great parallels between the School-to-Work Opportunities Act and the legislation which produced transition services for individuals with disabilities. The rationale is clearly the same: A real recognition and concern exists about the difficult transition that faces all high school graduates as they prepare to live on their own, assume new roles in the adult community, and enter the world of work."

School To Work

When President Clinton signed the School-to-Work Opportunity Act on May 4, 1994, it marked the beginning of the end of high school education as we have come to know it. The legislation is designed primarily to help the 75 percent of American youth who will not pursue a traditional 4-year college degree.

The rationale for this legislation is based on the data that approximately 3.4 million individuals in the United States, ages 16 through 24, have not completed high school and are not currently enrolled in school, a number representing approximately 11 percent of all individuals in this age group. In addition to those who have dropped out, there exists a large number, estimated as high as 50 percent, who have high school diplomas but no marketable skills. The combination of these two groups of young people leaves us a workforce unprepared for the demands of the 21st century. The School-to-Work Opportunity Act is designed to assist these young people by formulating a universal, high-quality, school-to-work transition system that enables youth in the United States to identify and navigate paths to productive and progressively more rewarding roles in the workplace.

Reflectively, this legislation is as timely as it is necessary. The world continues to change rapidly as the future becomes the present. History is producing itself at an ever-increasing pace. The changes with respect to the world of work and the world economy necessitate major adjustments and refinements in today's approach to education or students will have an increasingly more difficult time finding meaningful employment. A strong back, the willingness to work, and a high school diploma are no longer sufficient to unlock career opportunities for students. The question of how to prepare youth to be successful is more than an issue of employment. Adolescence is a time of transition as students leave high school for other pursuits. Some leave for further education and others, for training or job placement. Whatever path they choose, they all prepare to live on their own; to assume new roles in the adult community. Where will they live? How will they spend their leisure time? What will be their community involvement? These are tough questions, which, because we live in rapidly changing times, are much more difficult for today's adolescent than ever before.

The Adolescent Passage

Adolescence is the most confusing, challenging, frustrating, and fascinating phase of human development both for the individual and for the parents and professional educators called upon to interact with him or her. The word itself comes from the Latin "to grow," and adolescence is indeed a period of many changes, both physical and emotional. The period covered by adolescence is difficult to define because it begins with certain physical and biological changes early in the teen years and ends when certain psychological and social changes have taken place, often not occurring until the mid-twenties. In the last two decades, adolescence has begun earlier and lasted longer largely due to increased social and economic pressures during this most difficult passage of life.

At no other point in the history of humankind have students confronted the number of options and choices as they do today. The freedom to choose, begun as an ideal of the American and French Revolutions has evolved to the point where today's adolescents believe they can and should be anything they want to be. This freedom of choice is problematic, as the opportunities are numerous, the decisions many, and the pressures to make the transition to adulthood never greater.

In more recent history, the 1960s, continuing through the early 1970s, were turbulent times when adolescents participated in the newly affluent American lifestyle which developed following World War II. Changes in economic conditions, shifts from rural to urban living, increased automation and "the new information society" were all evidence of a dynamic change in our nation. Optimism abounded as a prospering economy offered challenging opportunities and new directions.

Prior to this period, the American family was by and large intact. It averaged eight members; most families lived on a farm and spent their entire lives in one place. The family unit furnished stability, helped the child learn a trade, and made provisions for social stimulation. The adolescent worked on the farm and felt important because of the economic value to the family unit. When growing up in this setting, the adolescent came in contact with people of similar backgrounds and values which provided a single set of guidelines to follow. A sense of community was apparent as all worked together for the common good. Individuals in those times knew and were involved with each other. They took care of each other and had a sense of connectedness.

By the 1980s significant societal changes had reduced family stability, and traditional family functions were being performed by forces outside the immediate family. Mass media and "Madison Avenue" can glamorize life to such an extent that, to the adolescent, real life falls far short by comparison. Violence as a way to solve problems has become deeply rooted in our culture. The loss of extended family influence and the rising influence of mass media and the telecommunications industry have resulted in the adolescent being exposed to numerous, multiple value systems with the proper course of action being far less clear. The breakdown of nuclear and extended families, an alarming divorce rate, and increased rates of relocation have impacted negatively on the adolescent transition to adulthood. The rising divorce rate frequently means family members live in separate households, possibly in different cities. Even when families remain intact, relocation is a fact of life as the average American family moves every five years and three times in the first ten years of marriage. Relocation is a stressful life event for every member of the family but most significantly for the adolescent who is forced to make adjustments in friends, schools, and affiliations at this most crucial stage of development.

Changing economic conditions and the increased cost of raising a family frequently means both parents will be employed in order to meet the family's material needs. In 70 percent of today's intact families, both parents are employed. The 1950-style family, where Dad works and Mom stays home and raises the children, now constitutes only six percent of American families. The monetary contribution the adolescent can make to the family has decreased and in fact, the adolescent has been transformed from an economic asset to a burden. With the increased emphasis on extending education and the increasing difficulty in becoming financially independent, the adolescent frequently remains dependent on parents for support into his or her twenties. Even if this generation of adolescents are successful, they will be the first generation who as a whole are not going to be better off economically than their parents.

Beyond the economic considerations, the pressure to grow up more quickly as reflected in the dress and social activities further complicates the adolescent transition. There is little doubt that today's teenager is better educated and increasingly more sophisticated. The question is whether they are prepared to meet the challenges presented to them at an ever quickening pace. A rapidly changing society offers numerous individual choices to students but expects them to make not only correct decisions for the present but ones that will stand well for years to come.

The search for life success makes this transition period full of great uncertainty. The adolescent shifts from old mores to new behaviors and attitudes, leading to a wide range of conflicting behaviors: mature yet immature; creative, industrious, loyal, and hard working yet equally irresponsible, callously indifferent, and lazy. The adolescent passage is often seen as a markedly unstable period, but a more realistic view would be to see this period as one of such significant and major change that prolonged time and assistance are necessary to make this transition from adolescence to adulthood.

For the high-school senior, these stressful situations are compounded by a lack of time as graduation approaches. Overwhelmed, the student may feel the need to resolve these issues quickly. Self-imposed and external expectations imply that the adolescent should by this time have direction and a sense of self. The adolescent's task is to integrate all things learned into a whole that has meaning and also win the approval of friends and family. This task is nearly impossible and has been further compromised by a changing economy requiring an entirely new set of skills for the adolescent to be successful. The next section illustrates why these new skills are necessary.

The Workplace

There have been four major work-force shifts in America during the 20th century. Each has opened new horizons but also left behind an important, even critical legacy to the total economy.

At the turn of this century, 85 percent of American workers were engaged in agricultural production in some form or another. This workforce was necessary to produce food, fabrics for clothing, and materials for shelter — the basic necessities needed by families. These items are still essential, although it must be acknowledged that synthetic materials have displaced some commodities. However, the significant point is the number of jobs which have disappeared. Today, about three percent of our work-force produces twice as much food as is consumed by the American people. Mechanization, technology, and increases in scientific knowledge relative to processes, production techniques, nutrients, disease control, and the like, have brought about a significant reduction in the agricultural workforce.

After World War II, American soldiers for the most part did not return to the rural life they left. Instead, they furthered their education (mostly through the GI Bill) and got jobs in the newly developed industrial economy. By the 1950s about three of four American workers were involved in manufacturing and/or production. The era of mass production had arrived as manufacturers applied and expanded the knowledge and processes developed during the war effort.

The economy boomed in the 1950s and through much of the 1960s. America became an affluent society demanding more and more products in less and less time as consumption expanded the marketplace. The demand resulted in huge manufacturing plants with assembly-line production. The genius of Henry Ford was refined and modernized and resulted in tremendous efficiency, a growing economy and greater wealth for almost everyone. Companies generally showed healthy profits, and employees negotiated advantageous wage and benefit packages. But these boom times had their drawbacks. Each employee stood at one spot on the assembly line for the entire shift, performing only one routine task, hour after hour and day after day. Besides the boring routine the employee never saw the finished product, never knew to which state or community it was going, and had no idea who was going to buy it. Pride in work and quality incentives were virtually non-existent. Product quality began to decline as a result of these factors; at the same time, foreign competition prospered and expanded. The demand for American products began to decrease as a result.

For example, in the 1950s and 1960s there were but a few automobile companies, each with but a few models of cars. There were limited colors and limited options. Such standardization was a prime staple of the assembly-line production technique. As the standard units rolled by, there was no need for seeking alternatives; critical thinking; and application of reading, listening, science and math skills. Repetition was in, thinking was out.

Foreign competition, primarily from Germany and Japan, brought other models, other designs, other features, and other colors into America. The consumer liked the increased choices. As a consequence, there are now more than 300 different passenger-car models readily available to the American consumer. Your colleague does not drive a Ford anymore — she drives an Escort hatchback. Although the assembly line is still used, the process has become more complicated, robotics have replaced people because of greater reliability, and American workers are getting laid off by the thousands. In fact, at the present time less than one in five workers is engaged in manufacturing.

As stated earlier, a high school diploma, a good work ethic, and the ability to get along with other people used to be all that was needed for a successful career. Many of today's parents graduated from high school, obtained an entry-level job in a plant, worked hard, earned promotions, and have consequently made a good living for themselves and their families. Such is no longer the case. Those opportunities have evaporated as business competition has become keener and technology has replaced persons. The result has been massive down-sizing in the manufacturing sector. Plants now typically require fewer workers with more formal education qualifications and specific job-related skills. The larger salaries now go to those who can program computers and service the equipment.

The 1970s and 1980s brought the third major work-force shift as America became a service-oriented economy. Fast food restaurants, department stores, and financial services (credit cards, insurance) became the cornerstone of our economy. Although hundreds of thousands of new job opportunities were created, these jobs represented under-employment (less than 30 hours per week), at a minimum hourly rate with few fringe benefits. This era saw a 25 percent decrease in the middle class. The service sector will in all likelihood continue to offer large numbers of jobs as new service dimensions occur, but more traditional service jobs will dry up. For example, by the year 2000 it is estimated that 80 percent of bank teller positions will disappear as the uses and acceptance of automated teller machine expands.

Another significant change in the service sector has been the growth of "superstores," which may offer as many as 70,000 items under one roof. The local supermarket has given way to the chain markets whose typical inventory is more than double what the customer had available previously. At first this might seem like progress, but the end result is a decrease in the number of small businesses and an increase in the number of lower level jobs with less than full-time work and no fringe benefits.

And then there is technology. In 1975, a popular scientific magazine unveiled plans for a personal computer, a device which, since that time, has altered both the speed with which work is done and its very nature. It has reconfigured the world of work as perhaps no other invention since electricity or the assembly line. Witness the number of personalized computers one sees now compared to ten years ago — in classrooms, in small businesses, in homes. Remember the *Saturday Evening Post, Look, Life,* and other general interest magazines? They have been replaced by more customized, specialized magazines available because desktop publishing can achieve the quality and customization that consumers now demand. The unbelievable advances in satellite communications, digital switching, fiber optics, and other electronic technologies have moved us from the computer age to the information age. It is estimated that there has been as much new information introduced to the world since the early 1960s as there was through all of history to that time. The body of factual information is doubling every eight years. In just a decade, the increases in information capacity, speed, features and functions are phenomenal. Consider networking, modems, E-mail, color monitors, CD-Rom, interactive programming, laser disk technology, and large capacity databases.

Working Smarter

Like the dinosaur with limited intelligence, the traditional workplace has been doomed to extinction by smaller, craftier animals. A quantity orientation on the assembly line has been replaced by one with at least an equal focus upon quality and streamlining production. Such is the only way to survive. In the global market place, products must reflect a quality orientation and be priced competitively. This is especially difficult for U.S. producers because of the very low labor rates in many foreign countries. Thus, we must work smarter. To do so requires employees capable of contributing to this new economic order. The onus is legitimately placed upon the public schools to develop this workforce. As has always been the case, the future of our nation is dependent upon the schools' success in this venture.

To better understand the curricular implications, Figure 1.1 presents a brief outline comparison between yesterday's workplace and today's:

Figure 1.1. The American Workplace

TRADITIONAL MODEL		NEW MODEL
• Mass production • Long production runs • Centralized control	STRATEGY	• Flexible production • Customized production • Decentralized control
• Fixed automation • End-of-line quality control • Fragmentation of tasks • Authority vested in supervisor	PRODUCTION	• Flexible automation • On-line quality control • Work teams, multiskilled workers • Authority delegated to worker
• Labor-management confrontation • Minimal qualifications accepted • Workers as a cost	HIRING AND HUMAN RESOURCES	• Labor-management cooperation • Screening for basic skills abilities • Workforce as an investment
• Internal labor market • Advancement by seniority	JOB LADDERS	• Limited internal labor market • Advancement by certified skills
• Minimal training for production workers • Specialized training for craft workers	TRAINING	• Training sessions for everyone • Broader skills sought

Note: From What Work Requires of Schools: A SCANS Report for America 2000 (p. 3), by the Secretary of Labor's Commission on Achieving Necessary Skills, 1991. Washington, DC: GPO. 1991.

Today's working climate can be characterized as the "third wave" of the industrial revolution. The first wave was steam; the second was the assembly line. The third wave is related to computer technology and the information age.

This wave generates a major change in what people do to earn a living. Because fewer workers can produce more and because America has gone from an unskilled workplace to a highly skilled and technologically sophisticated work force, students need an entirely new set of skills to survive economically, politically, and socially in today's world.

Successful modern workers will need the following skills:

- The capability to take responsibility for the end product.
- The ability to read, write, and use math to solve multistep problems.
- The capacity to apply knowledge from many disciplines to solving problems.
- The ability to organize tasks.
- The capacity to see products through the eyes of the consumer.
- The flexibility to meet the needs of the consumer.
- The flexibility to meet the changing needs of the workplace.
- The interpersonal skills necessary to work as a member of a team.
- The capacity to deal with diversity.

- A broad academic and technical-knowledge base and the capacity to apply it.
- Creativity and problem solving skills.

But how well is modern education doing at teaching these skills to students? Public school education has traditionally been driven by a liberal arts philosophy. Just as maintaining the status quo in the workplace was not successful in the last two decades, maintaining the status quo in education is not going to work either. Educating the whole person is certainly not a bad idea. However, "life, liberty, and the pursuit of happiness" become relatively meaningless to students who cannot obtain a decent job. Although it is not necessary to totally disregarding the notion of a liberal arts education, perhaps the time has come to give increased focus and attention to career preparation.

In the workplace, decision making is now being made closer to the level of implementation. This requires workers with the abilities to think creatively and to solve problems. Jobs will be available for workers comfortable with technology and willing to function as part of a team committed to high performance. Complex systems, alternative technologies and telecommunication networks will be the rule rather than the exception. Success is and will be dependent upon a highly competent and competitive workforce. Students who learn more per hour in today's schools will be the workers who earn more per hour in tomorrow's workplace. But for today's students, it is not only how much they learn but what they learn that will be critically important.

The SCANS Report

In June of 1991, the U.S. Department of Labor and the Secretary's Commission on Achieving Necessary Skills (SCANS) distributed a report entitled What Work Requires of Schools: A SCANS Report for America 2000. SCANS was directed by the Secretary of Labor to examine the demands of the workplace and determine whether today's students were being adequately prepared to meet those demands. The SCANS report was written by a broad-based committee of experts from education, business, government, and labor unions who were asked to define the skills needed for employment; propose efficiency levels; suggest ways to accurately measure proficiency; and develop a dissemination strategy for schools, businesses, and homes.

The SCANS report makes it clear that in our ever-changing, competitive world of rapidly developing technology, many jobs of the past are now obsolete. Gone are the days when a student could get a job in a manufacturing or production plant straight out of high school and be set for life with good pay and ample benefits. High technology machinery often replaces humans on the assembly lines of today's competitive industries. The role of the human being has changed from standing beside a conveyor belt and assembling the pieces rolling by to troubleshooting, analyzing, and repairing machinery. Obviously, a student needs more advanced preparation than he or she had in the past to handle these kinds of tasks. Nor is manufacturing the only sector affected by today's changing world. Health and human services, retail trade, accommodations and food services, and clerical support/office services have also experienced shifts in technology.

Globalization as well as technology has also had an impact on the American workplace. In the 1950s and 1960s, the U.S. was the world leader in technology, production, and manufacturing — the leading makers of everything from televisions to automobiles. In the 1990s, it is next to impossible to find a television made in the United States. The oil embargo of the 1970s and other events illustrated that the U.S. is not an island unto itself but a part of the global "big picture" whether we like it or not. In the 1990s, fierce competition from nations such as Japan and Germany necessitates a closer examination of how well prepared U.S. students are for the future. The SCANS report calls for revamping the U.S. education system to keep our students in stride with their Japanese and German counterparts.

The SCANS report (U.S. Department of Labor, 1991) describes the modern workplace:

> Good jobs will increasingly depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build. Traditional jobs are changing and new jobs are created everyday. High paying but unskilled jobs are disappearing. Employers and employees share the belief that all workplaces must "work smarter." (p. V)

The report warns that a "business as usual" attitude will reinforce the status quo and damage U.S. students (as well as the country) in the long run.

The SCANS agenda is to equip students with the knowledge, skills, and preparation needed to find meaningful, rewarding jobs and to lead fulfilling lives. The SCANS report is useful in developing a framework of essential competencies, fundamental skills, and personal qualities needed by today's student. These attributes must be integrated into the context of the job field or area of further education the student aspires to enter. This framework of competencies, skills, and qualities are assembled into five competencies built upon a three-part foundation (see Figure 1.2).

This foundation outline emphasizes process, higher cognitive skills, and learning in context. It should also be noted that learning objectives within real environments is better than insisting that students first learn in the abstract what they will then be expected to apply in reality.

The competencies listed in Figure 1.3 are attributes the Commission believes employers will be seeking in new employees in the near future. This basic set of competencies will be fundamental knowledge for the workers of tomorrow. The competencies will be applicable from the entry level employee to the high level executive.

The three-part foundation and five competencies form the cornerstone of the workforce of the future. Because of this, the guidelines set forth by the SCANS Report form the basis for our Transition Profile which we believe can become the basic planning element in the school-to-work transition movement.

Transition Services

The School-to-Work Opportunities Act of 1994 provides all students equal access to work-based and school-based learning. It is designed to motivate all students including disadvantaged students; students with diverse racial, ethnic, and cultural backgrounds; students with disabilities; students with limited English proficiency; and school dropouts to stay in or return to school by providing enriched learning experience and assistance in obtaining good jobs and continuing their education. Linkages are to be established between secondary and postsecondary education and employment. The work experience is to include a planned program of job training and work experiences, including pre-employment and employment skills to be mastered at progressively higher levels. These activities are to utilize workplaces as active learning environments to be coordinated with learning in the school. The combination of learning and activities is to be relevant to a declared career major for each student and to lead to the award of a skill certificate. A skill certificate is a portable, industry-recognized credential issued by a program and certifying that a student has mastered skills at levels at least as challenging as skill standards endorsed by the National Skill Standards Board. Work experience is to be mentored, and instruction is to include workplace competencies, positive work attitudes, and to the extent practicable, all aspects of the student's chosen career field. The school-based component is to include career awareness and exploration and the initial selection of a career major. The student is to be offered a program of instruction and curriculum that integrates academic and vocational learning in preparation of earning a skill certificate.

Included in the School-to-Work Opportunities Act are community activities designed to facilitate the implementation of these student-designed programs. For those who have completed the program, technical assistance is available in finding an appropriate job, continuing their education, or entering into an additional training program. Importantly, this act also links students with community services which may be necessary to ensure a successful transition from school to work.

Figure 1.2. The Three-Part Foundation

BASIC SKILLS: **Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.**	A. **Reading** — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules. B. **Writing** — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. C. **Arithmetic/Mathematics** — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques. D. **Listening** — receives, attends to, interprets, and responds to verbal messages and other cues. E. **Speaking** — organizes ideas and communicates orally.
THINKING SKILLS: **Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.**	A. **Creative Thinking** — generates new ideas. B. **Decision Making** — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative. C. **Problem Solving** — recognizes problems and devises and implements plan of action. D. **Seeing Things in the Mind's Eye** — organizes, and processes symbols, pictures, graphs, objects, and other information. E. **Knowing How to Learn** — uses sufficient learning techniques to acquire and apply new knowledge and skills. F. **Reasoning** — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.
PERSONAL QUALITIES: **Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.**	A. **Responsibility** — exerts a high level of effort and perseveres towards goal attainment. B. **Self-Esteem** — believes in own self-worth and maintains a positive view of self. C. **Sociability** — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings. D. **Self-Management** — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control. E. **Integrity/Honesty** — chooses ethical courses of action.

Note: From What Work Requires of Schools: A SCANS Report for America 2000 (p. 16), by the Secretary of Labor's Commission on Achieving Necessary Skills, 1991. Washington, DC: GPO

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Figure 1.3. The Five Competencies

RESOURCES: **Identifies, organizes, plans, and allocates resources.**	**A. Time** — Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedule. **B. Money** — Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives. **C. Materials and Facilities** — Acquires, stores, allocates, and uses materials or space efficiently. **D. Human Resources** — Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.
INTERPERSONAL: **Works with others.**	**A. Participates as member of a team** — contributes to group effort. **B. Teaches others new skills.** **C. Serves clients/customers** — works to satisfy customers' expectations. **D. Exercises leadership** — communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies. **E. Negotiates** — works towards agreements involving exchange of resources, resolves divergent interests. **F. Works with diversity** — works well with men and women with diverse backgrounds.
INFORMATION **Acquires and uses information.**	**A. Acquires and evaluates information** **B. Organizes and maintains information** **C. Interprets and communicates information** **D. Uses computers to process information**
SYSTEMS: **Understands complex interrelationships.**	**A. Understands systems** — knows how social, organizational, and technological systems work and operates effectively within them. **B. Monitors and corrects performance** — distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions. **C. Improves or designs systems** — suggests modifications to existing systems and develops new or alternative systems to improve performance.
TECHNOLOGY: **Works with a variety of technologies.**	**A. Selects technology** — chooses procedures, tools, or equipment including computers and related technologies. **B. Applies technology to task** — understands overall intent and proper procedures for setup and operation of equipment. **C. Maintains and troubleshoots equipment** — prevents, identifies, or solves problems with equipment, including computers and other technologies.

Note: From What Work Requires of Schools: A SCANS Report for America 2000 (p. 12), by the Secretary of Labor's Commission on Achieving Necessary Skills, 1991, Washington, DC: GPO

Students with Disabilities

Many parallels exist between the School-to-Work Opportunities Act and the legislation which produced transition services for individuals with disabilities. The rationale is clearly the same: A real recognition and concern exists about the difficult transition that faces all high school graduates as they prepare to live on their own, assume new roles in the adult community, and enter the world of work.

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As difficult as the transition from adolescence to adulthood and from school to work is for "normal" children, the difficulties for students with disabilities are of a much greater magnitude and even more disheartening.

The ultimate goal of special education is to enable the student with disabilities to make a successful transition from school to the community and into the world of work. This goal is achieved by only a small percentage of students with disabilities. Numerous follow-up studies conducted during the 1980s have created a depressing picture of the effectiveness of current educational practices. Both historical and current data indicate drop-out rates ranging from 30%-80% (Edgar, 1987) and low levels of full-time employment (Hasazi, Gordon, & Roe, 1985; Wagner, 1989). Even though these students have completed courses of study replete with individual educational plans, they leave high school without adequate preparation for the workplace. Students with disabilities are found lacking in the interpersonal skills, job-related academic skills, technical/vocational skills, and independent community living skills needed to obtain and keep employment. Because of these deficits students with disabilities are typically the "last hired and first fired" during economic downturns. Evidence suggests that transition planning and services are an effective way of improving the postschool outcomes of these special students (Johnson & Rusch, 1993). It seems clear that remedial education is necessary but not sufficient. Research has identified essential components of transition planning. The most frequently cited "best practices" are:

- Interagency cooperation and collaboration.
- Functional vocational assessment.
- Vocational/technical skills training.
- Social skills training.
- Career education.
- Paid work experience during high school.
- Individual, parent and family involvement in the development of written transition plans.

(Foss, 1990)

The idea of transition services has developed from the need to more successfully integrate the student with disabilities into the workplace and into society. Recent amendments to the Individuals with Disabilities Act (IDEA) and the passage of the Carl D. Perkins Vocational and Applied Technology Act have created legislative mandates for school agencies to assume leadership roles in developing transition plans and implementing transition services through the Individual Education Plan (IEP) process. This legislation has left the educational community with little choice about the changes that must be made. The intent of Individual Education Plans will now be to ensure a career education focus rather than a remedial education focus. Along with occupational skills, the student with disabilities will receive instruction in social skills and personal skills that will enhance employability and social competencies. The school agency must work collaboratively with personnel from local, state, and federal agencies to combine resources and to create the support necessary for students with disabilities to make a successful transition from school to work and into the community.

Transition is an outcome-oriented process designed to enable students with disabilities to move from the secondary special education setting to meaningful employment and a quality adult life. IDEA clearly identifies the outcome areas to be considered for each student: instruction, community experiences, development of employment, postschool living objectives, and, if appropriate, daily living skills, and functional vocational assessment. The goals and activities in the transition process are based on the student's needs taking preferences, interests, and aptitudes into account. The transition plan is the shared responsibility of the school agency, the student, the student's family, local community agencies, and employers. The planning of transition services is conducted by a team consisting of a combination of the following:

- The student.
- Family members.
- School psychologist.
- School principal.
- Special education teacher(s).
- Regular education teacher(s).
- Vocational education teacher(s).
- Vocational rehabilitation counselor.
- Speech/language clinician.
- Community agency representatives.
- Other related service personnel.

This team determines the services needed at the secondary level and recommends services needed to achieve the desired postschool outcomes.

Transition planning is an integral part of the IEP process for students with disabilities who are age 16 or older and extends the goal setting of the IEP beyond the school setting. It prepares the students for the changes and demands of life after high school. Implementation of carefully designed transition plans will provide the assistance students with disabilities need to receive the benefits of postsecondary education and training, to obtain and keep employment, and to achieve full participation in social and leisure opportunities offered by their communities.

Subsequent chapters will provide an understanding of the transition process and its components. Specifically, the book focuses on the definition of transition, the laws that mandate transition services, and the development and uses of the Transition Profile and the Transition Process.

In the process of writing this book, the authors developed two new instruments to assist in the transition process. The **Student Interest Survey** assists the transition team in its compliance with the Individuals with Disabilities Education Act (IDEA) by assessing the student's needs, interests, preferences, and aptitudes. These interests and preferences must be documented and taken into consideration when developing the coordinated set of activities of transition services. Another feature of this book is the **Transition Profile**. It can be used by teachers, parents, students, community resource personnel, and employers to create a realistic appraisal of student strengths, competencies, and vocation-related needs. Based on this individualized appraisal, transition services can be developed that will enable the students to achieve the desired postschool outcomes. It is our hope that someday, in the not too distant future, the Transition Profile and the Student Interest Survey will be used by all students to plan for their successful school to work transition.

Chapter Two: *Definition and Legislation*

"The need to more successfully integrate students into the work place and society has resulted in legislative mandates for school agencies to assume leadership in developing and implementing transition services."

Definition and Legislation

The School-to-Work Opportunities Act

On May 4, 1994, President Bill Clinton signed into law The School-to-Work Opportunities Act of 1994. This act, a joint initiative between the Departments of Education and Labor, was developed with the goals of restructuring the education system to ensure the success of youth entering the work force.

The originators and supporters of this act plan to establish a "national framework" within which all states can create a statewide School-to-Work opportunities system. This system, integrated and coordinated with Goals 2000: Educate America Act and the National Skills Standards Act of 1994, would provide opportunities for participation to all students, that is, to both male and female students with widely diversified backgrounds and circumstances. This list would include disadvantaged students; students with varied racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native Hawaiians; students with disabilities; students with limited English proficiency; migrant children; school dropouts; and academically talented students. The national framework would allow for the creation of a universal School-to-Work transition system. Although each state's program would be unique to that state, it would express the same integrity and continuity of content and purpose as those of other states. Thus, each state would be working toward the same goal — to encourage youth along a path that ultimately leads them to productive employment.

The School-to-Work Opportunities Act provides the steps by which action may be taken to provide students with a learning atmosphere outside the classroom by utilizing workplaces as active learning environments. This is accomplished by the formation, promotion, continuation, and expansion of a system of local partnerships that share the same dedication to providing a link between the worlds of school and work. These local partners that would be responsible for local School-to-Work programs come from a variety of areas: such as, representatives of local educational agencies and local postsecondary educational institutions, local educators, representatives of labor organizations, community-based organizations, national trade associations, industrial extension centers, rehabilitation agencies and organizations, local vocational education entities, parent organizations, teacher organizations, vocational student organizations, and/or private industry councils. Through the collaborative efforts of all those involved in the formation and implementation of the School-to-Work transition program, the ultimate goal may be reached, namely, motivating all youth — including but not limited to low-achieving youths, school dropouts, and youths with disabilities — to stay in or return to school or a classroom setting and strive to succeed by receiving enriched learning experiences and assistance in obtaining good jobs and continuing their education in postsecondary educational institutions.

Although each program will be unique in nature, all programs must include three specific components. Prior to the development of any School-to-Work program, there must be an understanding of these three areas so that they may be made an intricate part of this program. These components are: (a) School-Based Learning, (b) Work-Based Learning, and (c) Connecting Activities.

School-Based Learning Component

As its name indicates, the School-Based Learning Component represents the portion of the School-to-Work program that will take place on site at the school facility. The program must make provision for career-oriented programs, techniques and skills for the development of career planning, career decision making, and placement skills in students beginning no later than seventh grade.

These programs and methods of career awareness, career exploration, and career counseling should provide knowledge and understanding of the local, state, and national occupational and labor markets as well as trends and opportunities for future employment. These programs must assist the individual in the process of making and implementing informed educational and occupational choices. The programs and skills utilized must also assist students to develop their career options with attention to such ever present impediments as gender, race, ethnic background, socioeconomic background, disability, and language barriers. It is also essential that careers in nontraditional employment be addressed and encouraged. With regard to students with disabilities, it is important that counselors assisting the students be well versed in the full range of assistive technology devices, environmental accommodations, job accommodations, and other types of supports needed by individuals with disabilities to fully participate in the workplace. Without this assistance, students with disabilities may not be able to fully benefit from traditional career awareness, exploration and counseling programs.

In an effort to ensure that students follow a logical course or field of study, one that would integrate both academic and occupational learning, an initial selection of a career major must be made no later than 11th grade. In the best interest of the student with disabilities, the planning and initial career major selection should take place much earlier, by law, no later than the age of 16 years. In this way, the student will be provided not only with knowledge but with strong work experience in the actual industry.

For the School-to-Work Opportunities Act to operate successfully in the school system, the proposed program must have a state-approved program of study which will meet the state standards for content and the standards set form in the Goals 2000: Educate America Act. The Goals 2000: Educate America Act was signed into law by President Bill Clinton on March 31, 1994. The purpose of the Act is, in part, "to provide a framework for meeting the National Goals by supporting new initiatives at the federal, state, local and school levels to provide equal educational opportunity for all students to achieve high educational and occupational skill standards and to succeed in the world of employment and civic participation." See Figure 2.1 for a list of the act's goals.

One of the principal facets of the Goals 2000: Educate America Act is the development and adoption of a voluntary national system of skill standards and certification to serve as a cornerstone of the nation's design to heighten and strengthen workforce skills. It calls for the establishment of a "unified" system of standards for all students rather than separate sets of standards for different groups of students. Further, this program must meet the necessary requirements for postsecondary education and a "skill certificate." The certificate is defined as a portable, industry-recognized credential issued by a program certifying that a student has mastered skills at levels at least as challenging as skill standards endorsed by the National Skill Standards Board.

The state-approved program of instruction called for in the School-to-Work Opportunities Act must include a curriculum that combines academic and vocational education, including but not limited to applied methodology and team-teaching strategies. It should incorporate instructions that expose the student, to whatever extent is feasible, to educational and vocational opportunities in all aspects of that industry which relate to the student-selected career major.

Finally, the school-based learning component must have checks, balances, and continuity. By incorporating a series of regularly scheduled evaluations with students, the program must readily identify academic progress, strengths, weaknesses, workplace knowledge, goals, and areas for additional learning opportunities in an effort to master core academic and vocational skills. For continuity, the program must have developed procedures by which the student may enter into additional training or postsecondary education and a means by which to facilitate the transfer of students between the education and training programs.

Figure 2.1. The Eight National Education Goals (Title I) as found in Section 102 of the Goals 2000: Educate America Act

NATIONAL EDUCATION GOALS
SCHOOL READINESS: By the year 2000, all children in America will start school ready to learn.
SCHOOL COMPLETION: By the year 2000, the high school graduation rate will increase to at least 90 percent.
STUDENT ACHIEVEMENT AND CITIZENSHIP: By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT: By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
MATHEMATICS AND SCIENCE: By the year 2000, United States students will be first in the world in mathematics and science achievement.
ADULT LITERACY AND LIFELONG LEARNING: By the year 2000, every adult American will be literate and will possess the knowledge and skills to compete in a global economy, and exercise rights and responsibilities of citizenship.
SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS: By the year 2000, every school in the United States will be free to drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
PARENTAL PARTICIPATION: By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Work-Based Learning Component

The Work-Based Learning Component, as its name indicates, represents the portion of the School-to-Work program that will take place on site at the work facility. In essence, the component can be described as the factors required to prepare the student for work by providing skills and experience. Essentially, it is on the job training. With regard to skill development, the program of job training and work experience is to be coordinated with the School-Based Learning Component. This coordination should include preemployment and work maturity skills and instruction in general workplace competencies (e.g., positive work attitudes, participation).

The student shall be provided with genuine work experience in the chosen field of study with a broad spectrum of instruction to whatever extent is possible in all aspects of the industry. To assist in facilitating this process, a workplace mentor needs to be in place. In this way, the student may readily identify an individual at the workplace as the contact person when questions or problem arise. Through this mechanism, this person, and the work experience, the student may gain insight into his or her chosen industry.

Connecting Activities Component

The final component, Connecting Activities, provides a support team to both the School-Based and Work-Based Learning Components as well as to the students themselves. In order for this component to operate properly, there must be coordination and cooperation between the various agencies that will interact with the student. Students must be comfortable with employers in their chosen field if they are to best utilize the work-based learning opportunities provided.

The components of the School-to-Work program are to be monitored by a school-site mentor. This individual is an integral part of the program and acts as the liaison between the student and the employer, school, teacher, school administrator, parent, and, if appropriate, other community partners. In this book, the school-site mentor is generally referred to as the transition coordinator. As a "connecting activity," the program acts as a source of assistance, support, and encouragement. This assistance includes technical assistance and services to the employer and to appropriate agencies in designing both work-based and school-based learning components, counseling, and case management services, as well as training for teachers, workplace and school-site mentors, and counselors. This position provides the link through technical assistance to further support schools and employers in their efforts to integrate school-based and work-based learning as well as to integrate academic and occupational learning into the program. The program provides encouragement to employers to actively participate, in cooperation with local education officials, in the implementation of local activities with the school-based/work-based learning program.

To those participants who have completed the program, assistance and encouragement is provided in finding an appropriate job, continuing their education, or entering into additional training. Through the collaborative efforts of the schools and the workplace, a process will occur between youth development activities with the employer. Hopefully, this process will be so effective that these strategies will be used by employers to upgrade the skills of their present employees. Thus, a secondary goal of School-to-Work is to upgrade the skills of all of America's work force.

Finally, the Connecting Activities Component provides a process for the collection and analysis of data regarding the postprogram outcomes of participants. This step, taken to whatever extent is practicable, would add to its database the socioeconomic status, race, gender, ethnicity, culture, and disability of participants as well as whether the students are identified as having limited English proficiency, school dropouts, disadvantaged students, or academically talented students.

Students with Disabilities

Although it is evident that all students may benefit from the School-to-Work program, it is equally evident that the need is greater in students with disabilities. As published in the National Longitudinal Transition Study (1988-1993), which was commissioned by the U.S. Department of Education, Office of Special Education Programs, students with disabilities exhibit a higher dropout rate and a lower employment rate nationwide.

Taking this into account, the School-to-Work Opportunities Act includes several specific provisions and assurances to guide and encourage the participation of students with disabilities in all programs and services. The most important are equal access assurances. The law was established to "... provide all students with equal access to the full range of such program components (including both school-based and work-based learning components), and related activities, such as recruitment, enrollment, and placement activities, except that nothing in this Act shall be construed to provide any individual with an entitlement to services under this Act."

To further encourage state and local implementation of school-to-work programming for youth with disabilities, the U.S. Department of Education, Office of Special Education and Rehabilitative Services developed working agreements with the Social Security Administration to safeguard greater use of employment incentives, and with the U.S. Department of Labor to provide guidance to educational agencies to ensure that the programs are functioning in compliance with the Fair Labor Standards Act.

It was Congress's vision that through state and local partnerships programs could be designed and implemented to provide relevant learning opportunities to participants with diverse backgrounds. In regard to students with disabilities, the development of these programs must take into consideration certain federal laws and civil rights regulations, including but not limited to Individuals with Disabilities Education Act (IDEA) of 1990, the Rehabilitation Act of 1973, and other laws described in the remainder of this chapter.

In 1983, it was reported by the U.S. Commission on Civil Rights that 50% to 75% of all U.S. citizens with disabilities were unable to find work. Those with more severe disabilities had an even higher rate of unemployment. Other studies have shown that graduates of special education programs have little success in adjusting to more independent community living and finding adequate employment. The goal of transition planning is to provide individuals with disabilities the skills and services needed to adjust to life in the "real world." Individuals with disabilities need to be seen as people who can contribute to society and function in the workplace if given the appropriate support and opportunity. Four federal laws have been enacted that address that very need and begin the process of valuing the individual with disabilities as an asset rather than a liability. These laws are designed to shift the focus from what the individual cannot do to what the individual can do to turn disabilities into capabilities. These four laws are

- The Individuals with Disabilities Education Act (IDEA) of 1990 (P.L. 101-476)
- The Americans with Disabilities Act (ADA) of 1990 (P.L. 101-336)
- Section 504 of the Rehabilitation Act of 1973 (P.L. 94-142)
- The Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 99-457)

Knowledge of these laws is essential in guaranteeing that students with disabilities are provided with the services, education, and support needed for them to function as members of society. IDEA ensures that students with disabilities receive outcome-oriented education and transition services to help them take the next step to a quality adult life. The ADA and Section 504 assure students with disabilities that they may compete for jobs they are qualified for without fear of discrimination. The Perkins Act supports vocational education and opportunities for everyone. These laws all strive to give people with disabilities an equal opportunity to live fulfilling successful lives, and parallel and extend the vision of the School-to-Work Opportunities Act.

Overview of the Legislation Mandating Transition Services

The Individuals with Disabilities Education Act

In 1990, "The Education of the Handicapped Act" was revised and renamed "The Individuals with Disabilities Education Act" or IDEA. For youth with disabilities, participation in various programs of the School-to-Work Opportunities Act of 1994 must be guided by the already established transition service requirements of Part B of IDEA. This change was enacted to shift the focus away from the actual diagnosis or characteristics of disabilities to the strengths and capabilities that an individual possesses. The very word "handicapped" has become antiquated as the negative stereotype of the individual as a burden has slowly disappeared. The Individuals with Disabilities Education Act now mandates that transition services are to be incorporated into the IEP process. Beginning at age 16 (or younger if appropriate), all students eligible for special education services are required to have an IEP that includes transition services. Transition services are the key to successful employment and the continuing reversal of that stereotype.

With regard to the financial consideration of such a program, the most expensive rehabilitation program that assists disabled people to function on their own is less expensive than supporting a disabled person for a lifetime. The adage "give a man a fish and he'll eat for a day, teach a man to fish and he'll eat forever" is a good thought to keep in mind regarding transition services. By providing a disabled person the skills needed for self-reliance, he or she becomes a contributing member of society rather than one who must look to others for well-being. These skills and subsequent employment also afford the disabled person personal dignity and self-esteem. For that to be accomplished, there must be a reexamination of the education of disabled students to address their employability and levels of independent living. Hence the need for transition services from school to employment and beyond.

IDEA Section 300.18 defines transition services as:

> a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to postschool activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing adult education, adult services, independent living and community participation.

The "coordinated set of activities" are to be based on the student's needs with the student's expressed preferences, interests, and aptitudes taken into account. According to IDEA, the activities must include instruction, community experiences, development of employment and other postschool, adult-living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

Transition services use the information provided about the student's needs, preferences, interests, and aptitudes to develop the coordinated set of activities and promote the desired postschool outcomes (see Figure 2.2).

The Americans with Disabilities Act

Another important law that shifts attention from the disability to the individual is the Americans with Disabilities Act (ADA). This act guarantees all citizens with disabilities equal access to employment, public accommodations, state and local government services, transportation, and communication. The ADA states that people with disabilities are entitled to the same rights that every American enjoys. The civil rights protections provided by the Americans with Disabilities Act are commensurate with those provided for minorities and women, etc. The ADA extends to all aspects of daily life including leisure and recreation activities, community participation, and the workplace (see Figure 2.3).

Figure 2.2. The Role of Transition Services

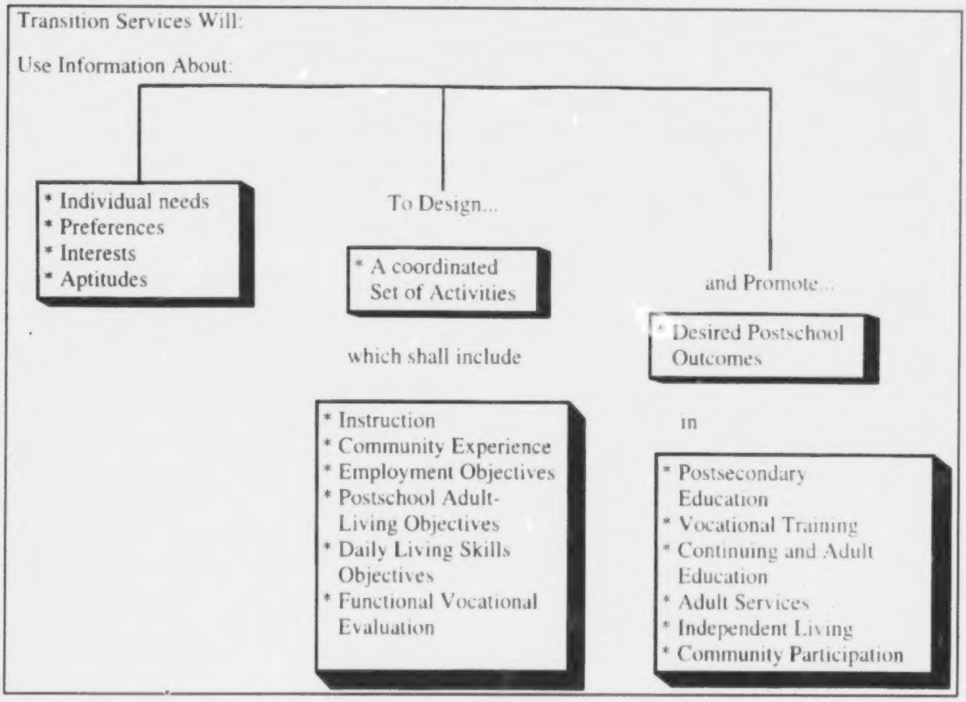
Transition Services Will:
Use Information About:
* Individual needs
* Preferences
* Interests
* Aptitudes
To Design...
* A coordinated Set of Activities
which shall include
* Instruction
* Community Experience
* Employment Objectives
* Postschool Adult-Living Objectives
* Daily Living Skills Objectives
* Functional Vocational Evaluation
and Promote...
* Desired Postschool Outcomes
in
* Postsecondary Education
* Vocational Training
* Continuing and Adult Education
* Adult Services
* Independent Living
* Community Participation

Figure 2.3. Overview of The Americans with Disabilities Act (ADA)

- The Americans with Disabilities Act guarantees all citizens, and, therefore, all students with disabilities, equal access to employment, public accommodations, state and local government services, transportation, and telecommunications.

- Equal access to employment prevents discrimination against individuals with disabilities who can perform the "essential functions" of a job. The employer is required to make "reasonable accommodations" for the employee with a disability. "Reasonable accommodations" are defined as those that do not create undue hardship for the employer.

- Equal access to public accommodations applies to all public places such as restaurants, schools, museums, theaters, and hotels. Such establishments are to be "accessible," or the removal of barriers must be "readily achievable."

- All local, state, and federal government facilities, services, communication, and transportation must be accessible by individuals with disabilities. All forms of telecommunication or public telephone services must make accommodations for their use by individuals with hearing and/or speech impairments.

Section 504 of the Rehabilitation Act of 1973

Section 504 is another law that prohibits discrimination of any kind against individuals with disabilities. The law states that any institution or program receiving federal funding may not, under any circumstances, discriminate against a person with disabilities if that person is otherwise qualified.

Section 504 also mandates that institutions or programs receiving federal funding be made accessible to individuals with disabilities by removing architectural barriers and discriminatory admission practices. No individual shall be denied access because of required special services or auxiliary aids. The law ensures that sufficient accommodations be made for the individual with disabilities without changing the integral components of the (federally funded) program (see Figure 2.4).

Figure 2.4. Overview of Section 504 of the Rehabilitation Act

- All students eligible for services under The Individuals with Disabilities Act (IDEA) are also eligible under Section 504 of the Rehabilitation Act of 1973. The purpose of this law is to mandate that institutions or programs receiving federal funding are accessible to individuals with disabilities. Architectural barriers and discriminatory admission practices are prohibited for any program or institution that receives federal funding. The law states that no individual shall be denied access because of a need for special services or auxiliary aids.

- Within the school setting, Section 504 of the Rehabilitation Act ensures that no qualified person shall, on the basis of a handicap, be excluded from participation in, or otherwise be subject to discrimination.

- Within the school setting, it is possible for a student to be eligible under Section 504 of the Rehabilitation Act and not eligible under the IDEA.

- Students who do not have eligibility under IDEA (no eligibility for services that requires an IEP) must meet other criteria to be considered for eligibility under Section 504. Such students must demonstrate a handicap that "substantially limits one or more major life activities." If the student meets this criteria, then the student is protected under Section 504 of the Rehabilitation Act and must receive an education comparable to that provided to people without disabilities. The school agency must then make reasonable accommodations to create the comparable educational opportunity. Reasonable accommodations can be physical in nature or instructional in the form of specialized instruction or related aides and services. These reasonable accommodations must be specified in an Accommodation Plan to document that a free and appropriate education is provided for this student. (An example of this type of student would be one diagnosed as Attention Deficit Hyperactivity Disorder without any eligibility under special education for services, that is, no specific learning disability or behavior disorder eligibility.)

The Carl D. Perkins Vocational and Applied Technology Act of 1990

The Carl D. Perkins Vocational and Applied Technology Act of 1990 ensures equal access to improved, high-quality vocational education programs and opportunities for all students. The Perkins Act mandates that programs must (a) provide students with experience in and understanding of all facets of the job field they are preparing to enter and (b) integrate basic and advanced academics and problem-solving skills.

The Perkins Act identifies those students who need particular attention as members of "special populations." Members of special populations include any student who

- Is economically disadvantaged.
- Is educationally disadvantaged.

- Has a disability.
- Has limited English proficiency.
- Is trying to enter a field not traditionally associated with their gender (e.g., male secretary or female construction worker).
- Is in a correctional institution.

Four goals of the Perkins Act (see Figure 2.5) are important in linking transition services and vocational education. These are

- To increase the participation of special education students in vocational programs.
- To improve the quality of vocational programs in schools that demonstrate a need for improvement.
- To raise the education achievement level of average and below average students.
- To equip vocational education students with the skills needed for employment.

Figure 2.5. Title II Section 204 of the Carl D. Perkins Act

In Title II, Section 204 of the Carl D. Perkins Act (P.L. 98-524), the law states that each student in special education participating in vocational education must receive:

a. equal access in recruitment, enrollment, and placement activities;
b. assessment of vocational interests, abilities, and special needs;
c. special services (e.g., adaptation of curriculum, instruction, and facilities);
d. guidance counseling and career development activities conducted by a professionally trained counselor; and
e. transition counseling services.

The Perkins Act creates new opportunities for basic skill development by suggesting that basic skills be integrated into vocational education programs. Additionally, the Perkins Act opens the door for including students with disabilities in a "tech prep" program which is often described as a "2+2" program. This program would combine a two-year program at the secondary level with another two-year program in a technical preparation institution. The originators of this legislation were hopeful that creative and innovative approaches to the "2+2" concept would create new opportunities for transition planning and transition services.

Further interpretation of the Carl D. Perkins Act mandates the following actions which increase the responsibilities for the school agency and for educators:

1. Students with disabilities will be assisted in entering vocational education programs. (Vocational education programs are considered to be a way to fulfill transition service requirement under IDEA.)

2. The needs of students with disabilities will be assessed with regard to identifying special needs that must be met for the student to complete the vocational education program. It is recommended that this be accomplished in the most integrated setting possible.

3. Students who are members of special populations and students with disabilities are to have the following supplemental services made available:

   - Curriculum modification.
   - Equipment modification.
   - Classroom modification.
   - Supportive personnel.
   - Instructional aids and devices.

4. Professionally trained counselors and teachers are to provide guidance, counseling, and career development activities and services for students with disabilities.

5. The transition from school to postschool employment and career opportunities may require additional counseling and instructional services.

Compliance with The Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act is the main body of legislation mandating transition services for students with disabilities. While other laws ensure the rights of citizens with disabilities by removing barriers and making sure personal needs are met, IDEA lists specifically which measures are to be taken to secure transition services for each student with disabilities. In addition to the requirement that transition services are to be integrated into the IEP for students age 16 and older, IDEA includes four important requirements for the IEP:

1. Notification Procedures.
2. Participation in meetings.
3. Content of the IEP.
4. Agency responsibility.

Figure 2.6, 2.7, 2.8, and 2.9 outline the specific requirements of IDEA and the corresponding implications for the school agency. Appendix A contains the I.D.E.A. Transition Services Self-Survey checklist that may be used while developing transition plans to ensure compliance with IDEA mandates.

Figure 2.6. Notification Procedures

IDEA Requirements	Implications for the School
Section 300.345 (2) If a purpose of a meeting is a consideration of transition services, the notice must also:	Notification procedures and forms need to be adjusted.
i. Indicate this purpose.	School will need to identify in the pre-IEP stage which outside agencies to invite.
ii. Indicate that the agency will invite the student; and	Prior notification of parents is intended to give them time to consider future goals for the student.
iii. Identify any other agency that will be invited to send a representative.	Parents may need information about services available from participating agencies.

Figure 2.7. Participation In Meetings

IDEA Requirements	Implications for the School
Section 300.344 In IEP meetings where transition will be discussed, the participants shall include:	All students aged 16 or older will be participants in the annual review of the IEP.
i. the student.	This may include students under the age of 16 if transition services are being discussed.

ii. a representative of any other agency that is likely to be responsible for providing or paying for transition services.	Good opportunity for the student to practice social skills needed for personal responsibility and self-advocacy.
(2) If the student does not attend the public agency shall take other steps to ensure that the student's preferences and interests are represented.	If the student does not attend information should be gathered from the student, the family, teachers and others that will represent the student's interests and preferences.
(3) If an agency invited to send a representative does not do so the public agency shall take other steps[1] to obtain the participation of the other agency in the planning of any transition service.	The concept of shared responsibility is essential to transition planning. The school must become knowledgeable about the agencies and the services available and then promote the involvement of those agencies with the student.

[1] **Steps to involve a public agency:** Other steps can include scheduling another IEP meeting at a time that is convenient for an agency representative, releasing a copy of the IEP to the agency with parent and student permission, and involving parents and student in making contact with the agency to request services.

Figure 2.8. Content of the IEP

IDEA Requirements	Implications for the School
Section 300.346 **(1)** The IEP for each student, beginning no later than age 16 (or younger if appropriate) must include a statement of transition services as defined in Section 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student exits the high school setting.	The intention of the law was to encourage an approach that would target two groups of students: 1. Students at risk of dropping out at age 16. 2. Students with the most severe disabilities. Required IEP components: 1. Statement of transition services 2. Statement of agency responsibility
(a) Legal Definition of "transition services": As used in this part, "transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.	Possible Postschool Activities: • Postsecondary Education • Vocational Training • Integrated Employment • Supported Employment • Continuing and Adult Education • Adult Services • Independent Living • Community Participation
(b) The coordinated set of activities described in paragraph (a) of the section ***must:*** 1. Be based on individual student's needs, taking into account the student's preferences and interests; and, 2. Include (i) **instruction,** (ii) **community experiences,** (iii) **the development of employment** and other **postschool living objectives,** and (iv) if appropriate, the **acquisition of daily living skills** and **functional vocational evaluation.** **NOTE:** *Transition services may be special education that includes special instruction* ***or*** *related services. Transition services can be provided by the school or by community agencies. Regardless, both must be included in the IEP and the responsible agency must be identified.*	The National Transition Network (Winter 1993 Policy Update) interprets this to mean that at a minimum, the IEP team must address **each** of the areas including instruction, community experiences, and the development of employment and other postschool living objectives. (Some of these areas will already be addressed to some degree in the student's IEP.) If the IEP team determines that **no services are needed** in the four areas named, the IEP **must include a statement to that effect, and explain the basis for that decision.** This requirement is to ensure that all areas are addressed that are essential for the student to make a successful postschool adjustment.

Figure 2.9. Agency Responsibilities

IDEA Requirements	Implications for the School
Section 300.347 (a) If a participating agency fails to provide agreed upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying *alternative strategies*[2] to meet transition objectives and if necessary, revising the student's IEP.	SHARED RESPONSIBILITY: Families, School, Adult Service Providers, State Agencies, Postsecondary Institutions Responsibility is for long-term planning, for fiscal support, and for programs. RECOMMENDED: IEP should include statements of fiscal and program responsibility for transition services.
b) Nothing in this part relieves any participating agency, including the state vocational rehabilitation agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.	Participating agency defined: "State or local agency, other than the agency responsible for the student's education, that is financially and legally responsible for providing transition services." (Section 300.340)

[2]Interpretation of Alternative Strategies

Alternative strategies are not considered to be a change in the IEP and do not require any revisions in the IEP unless the alternative strategy involves a change in the goals, objectives, timeline or assignment of agency responsibility. If the alternative strategy involves a change in goals, objectives, timelines or assignment of agency responsibility, then the IEP meeting must be reconvened with all the appropriate participants so the changes can be documented in the IEP.

Time Limits for Reconvening the IEP Team: The most literal interpretation of this section would be to state that the IEP team can be reconvened within any time period that falls within the eligible age range for free and appropriate education (FAPE). This decision would be determined by Part B of IDEA. The provision of transition services *could* continue for a student as long as the student is still eligible for a free and appropriate education.

Chapter Three: *The Transition Process*

"The Individuals with Disabilities Education Act now mandates that transition services are to be incorporated into the IEP process. This is the beginning of transition services for all students."

The Transition Process

The laws are clear about what must be done to provide transition services to students with disabilities. What remains less clear is how best to accomplish this goal. Within the wide range of transition services identified in a 1993 study by Kohler, certain practices seemed to increase the likelihood of successful transition.

The transition practices described in this review of the literature are listed in Figure 3.1 in rank order of most frequently cited to least frequently cited:

Figure 3.1 Recommended Practices in the Transition Process

1. Interagency Collaboration (service delivery)
2. Vocational Training
3. Parent Involvement
4. Interdisciplinary Teams
5. Individual Plans and Programs
6. Employer Input
7. Identification of Specific Outcomes
8. Vocational Assessment
9. Paid Work Experience
10. Community-Based Instruction
11. Community-Referenced Curriculum
12. Integration/Inclusion
13. Transition Goals in IEP
14. Follow-up Employment Services
15. Social Skills Training
16. Career Education Curriculum
17. Academic Skills Training
18. Early Transition Planning
19. Interagency Agreements (Kohler, 1993)

The importance of starting these practices as early as possible has also been documented. Additionally, it is important to note that students who use community services while in high school are more likely to use those resources later in life. Establishing a supportive network of community resource people and agencies for high school students equips the students with knowledge and experiences that can ease the transition from school to work and facilitate adjustment in the adult community.

The top three practices, interagency collaboration/service delivery, vocational training, and parent involvement, can be viewed as essential and valuable components to any transition program. Beyond the interagency cooperation and collaboration necessary for providing successful transition services for an individual student is the broader issue of providing comprehensive integrated services among agencies. Combining needs assessment, planning, activities, service delivery, and resources will enable agencies to service a broad range of students more effectively and efficiently.

Interagency collaboration can be facilitated by the formation of a group termed here and elsewhere a "transdisciplinary team." Historically, each discipline, possessing adequate preparation, competency, and loyalty in one's own discipline, practiced alone. The belief was that each discipline could make an important contribution to the habilitation of the individual. With time, the benefits that derived by the participation of more than one discipline led to multidisciplinary evaluations and habilitation. In multidisciplinary work, each discipline works side by side cooperatively providing input to each other as each provides services. Multidisciplinary cooperation soon led to interdisciplinary teams willing and able to work with each other in the development of jointly planned programs with shared treatment goals and objectives. Cooperation had developed

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into collaboration. Transdisciplinary collaboration takes the process one step further as each discipline not only works together but each commits itself to teaching/learning the knowledge, skills, and philosophy that comprise other disciplines, thus developing expertise across traditional discipline boundaries.

The definition of a transdisciplinary team should include four important aspects of teamwork:

1. Team members come from different and distinct disciplinary backgrounds.
2. Team members use their knowledge to identify and develop services for students.
3. The team members communicate with each other, teach each other, and interface with one another in a collaborative manner.
4. Collaboration among team members results in the development and implementation of meaningful transition programs.

In a cooperative effort, partners help each other meet their respective organizational goals and objectives. In a collaborative effort, members share common goals and objectives that are mutually developed. This "collaborative ethic" was defined by Phillips and McCollough (1990) as the "ability of a cross-disciplinary group to communicate and problem solve in order to enhance service delivery and promote student success (p. 159)." Collaborative team members share resources, knowledge, and expertise. This sharing can create new services and new models to deliver those services. The new service model can reflect joint responsibility and shared goals through an increase in the number and diversity of services available. These resulting service models are more cost effective and should eliminate duplication of services. Instead of multiple contacts with a variety of service agencies, a single contact can empower the student and family by providing access to multiple services.

Six steps are critical for the success of this collaboration. The first step is to determine the needs of the community and target the population to be served. The needs of each community are unique; they have to be identified and considered. Some key variables that warrant consideration because of their importance to a successful transition include

- The level of community awareness of students.
- The degree of administrative support not only from the school/educational agency but also from the other community agencies.
- Need for staff development and training for all service providers on their responsibilities in the transition process.

Other factors influencing the availability of services and opportunities, such as geographic location and population size (e.g., rural vs. urban) also need to be examined. An integral part of the needs assessment is to obtain a clear picture of which programs, services, and funding sources currently exist and assess the effectiveness of these programs and services. A transdisciplinary team with representatives from all agencies can use the expertise, insight, and knowledge of all its members to assess and address the needs of the community. Such a transdisciplinary team can then design and implement appropriate transition programs for all students.

The second step in the collaborative effort of the transdisciplinary team is to decide which services will be provided. After the needs assessment, the collaborative team can prioritize them and develop a plan to address each concern. Previously established services may be under-utilized or may need to be combined with other services. Additional funding sources may be created by combining the resources of two or more agencies. The decisions made about each concern should be coordinated into a long-range plan that clearly reflects the shared goals of the transdisciplinary team.

Identification of the groups to be served is the third critical step. It is not enough to identify the large group of students as the target population. Consideration must be given to subgroups deemed to be more at risk such as females, students with disabilities, and students at risk to drop out before high school is completed. Also, training identified in Step 1 as necessary for all groups involved in the transition process, including adult service providers, educators, students, student families, and employers needs to be included here. A variety of training experiences should be provided to all of the groups involved in the transition process.

The fourth step focuses on the point of delivery of services. The school can no longer be the only place where services are provided. Follow-up studies have documented that the skills and experiences conducted by simulation in the school setting are not transferring into community settings. One of the purposes of transition is to provide community experiences with the intent that the skill and service be provided are practiced in a natural setting. With this interpretation, the entire community becomes the classroom setting for students and all adult service providers assume the role of educators, teachers, and role models.

The fifth step is to establish the basis for a collaborative ethic among the agencies involved on the transdisciplinary team. Involving a variety of organizations and professionals means that separate agency policies, guidelines, and definition of purpose must be coordinated. While the basis for mutual goals and mission statements exists, an interagency agreement may need to be formalized so all involved agencies are comfortable with the idea of shared responsibility. An interagency agreement may need to address issues such as policy conflicts and eligibility criteria in order for collaboration to occur.

The sixth step in creating a transdisciplinary team is to establish the climate necessary for this collaborative process to take place. Concepts such as shared leadership, identification of issues, facilitation, and problem solving are building blocks for collaboration. Each of the adult outcomes defined in the transition process — employment, postsecondary education, vocational training, adult services, independent living, and community participation — ultimately take place within the context of the community. When these adult outcomes are not achieved by students, the problems of the student become the problems of the community. Community problems require community solutions and community collaboration.

Program evaluation can become another function of the transdisciplinary team. After identifying needs, then designing and implementing programs to address the needs, evaluating the effectiveness of the programs must be the next step in the process. Feedback about the effectiveness of programs must be designed to answer specific questions and measure specific outcomes. Program evaluation is an essential component in the delivery of services.

The transdisciplinary team is a constructive approach to the creation of community solutions. The transdisciplinary team is a collaborative model that provides a team approach to needs assessment and program development. The expertise and knowledge of the professional members of the team are combined to create a more efficient system to deliver needed services. A wider range of services can be provided to all of the groups involved in the transition process. An interagency agreement is a suggested way to formalize the collaborative nature of the transdisciplinary team. The greatest advantage of the transdisciplinary team is the fact that it utilizes professionals in the community to collaboratively solve problems within the context of the community. It becomes a vehicle for the community to accept ownership and responsibility for meeting the needs of all students.

Job Description: Transition Coordinator

Within each school district, transition planning and coordination should ultimately be the responsibility of one person. This person may be the chairperson or director of special services, a school psychologist, or the coordinator of special education programs. Some school districts choose to assign the responsibility for transition planning to a newly created position of Transition Coordinator. This position can be part-time or full-time depending on the size of the district and the funding available. Sometimes the responsibilities of the transition coordinator are delegated at the building level to a guidance counselor, the chairperson of the special education department, or a representative of the school-based assistance team.

The School-to-Work Opportunities Act defines a "school site mentor" as a professional employed at the school who is designated as the advocate for a particular student and who works in consultation with classroom teachers, counselors, related services personnel and the employer of the student to design and monitor the progress of the student's school-to-work program. The similarity in job description for the transition coordinator and the school site mentor is striking especially at the building level. It is becoming increasingly clear that what is mandated for students with disabilities will someday soon be available for all students. This trend can only be seen as a step in the right direction.

This person's responsibilities generally involve program organization and direct services to students. To develop a program that accurately reflects the needs of both the students and the community, the transition coordinator can begin a formal needs assessment. Another way to identify concerns about the employability of students is to meet individually or in small groups with local employers, parents, community service providers, educators, recent graduates and current students. These meetings can help identify areas for improvement. Then an initial meeting with participants from the business community, adult service providers, educators, and parents can be held to discuss the results of the needs assessments. These actions are the first steps in creating a transdisciplinary team that reflects the resources available in the community. From this group of interested participants, the transition coordinator can facilitate the formation of a transdisciplinary team. As indicated previously, the purpose of the transdisciplinary team will be to create a service delivery system using all available resources to develop a transition process that meets the needs of the student population in the community. Using the network created by a transdisciplinary team, both the transition coordinator and/or the school-site mentor can facilitate the development of a long-range plan that includes the following objectives:

1. Prioritize concerns identified by needs assessments.
2. Identify and evaluate existing programs and resources.
3. Coordinate planning between local school agency, vocational agencies, and postschool institutions.
4. Develop jobs.
5. Arrange on-site visits to successful programs.
6. Create ideas for innovative, alternative programs.
7. Establish and evaluate timelines within high school curriculum for vocational interest and aptitude assessments, career exploration with job experiences, and individual vocational assessments.
8. Establish a system for following students after they leave high school to determine effectiveness of transition planning.
9. Consider an interagency agreement with other agencies regarding evaluation and assessment of students so that efforts are not duplicated.
10. Provide leadership and inservice training in transition for staff of local school agency, community agencies, and the business community.
11. Maintain a high level of knowledge regarding transition research, funding sources, materials, computer programs, and "best practices."

In providing direct services to students, the transition coordinator coordinates, schedules, and conducts all meetings where transition planning will be discussed. At the building level, the transition coordinator can create a team of teachers and administrators to provide assistance in transition planning and implementation. Through pre-IEP planning meetings, the coordinator can establish the use of the Transition Profile as a planning document and assume responsibility for completing the Transition Profile on all students considered for transition planning. Within the group of students with disabilities, the transition coordinator should identify those who are "at risk" and implement appropriate strategies to ensure that they stay in school and that transition services are made available to them. In implementing transition plans and services, the coordinator assists with the placement of students in vocational and career programs, job placements, and postsecondary learning institutions as well as monitors completion of coursework requirements to ensure that students meet the standards required by postschool programs. In the interests of all students with disabilities, the transition coordinator monitors the district's compliance with state and federal regulations regarding students with disabilities and transition planning. Figure 3.2 summarizes these duties.

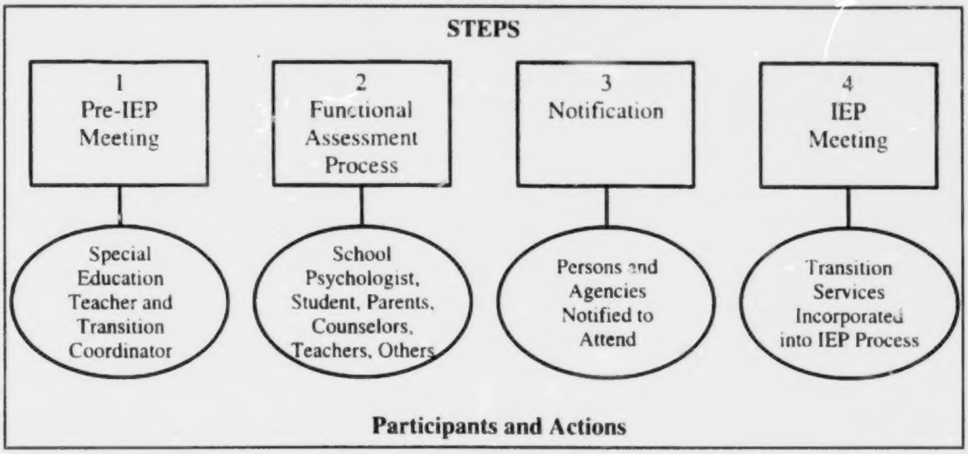
Figure 3.2. Job Description of Transition Coordinator

A. Program Organization and Administration:	• Conduct a formal needs assessment. • Meet individually with local employers, parents, community service providers, educators, recent graduates, and current students to identify concerns about employability of students with disabilities; target areas for local school to address to improve employability of students. • Facilitate formation of a Transdisciplinary Team initial meeting where all members of the Transdisciplinary Team can develop agenda and agree on format and procedures. a. Discuss needs assessment and target areas. b. Prioritize concerns. c. Develop a plan to address each concern. d. Coordinate plans into a long-range (two-year) plan. • Identify and evaluate existing programs and resources. • Coordinate planning between local school agency, vocational agencies, and postschool institutions. • Develop jobs. • Arrange on-site visits to successful programs. • Create ideas (brainstorm) for innovative, alternative programs. • Establish/evaluate timelines within high school curriculum for vocational interest/aptitude, career exploration with job experiences, and individual vocational assessments. • Establish a system for following students to determine effectiveness of transition planning (at least one year after leaving school). • Ensure cooperative effort with other agencies regarding evaluation/assessment of students so that efforts are not duplicated. • Provide leadership in training in transition for staff/community. • Maintain a high level of knowledge regarding transition research, materials, computer programs, and "best practices."
B. Direct Services to Students:	• Identify students with a disability who are also "at risk" and initiate transition process. • Complete Transition Profile on all students considered for transition planning. • Coordinate, schedule, and conduct all IEP meetings where transition planning will be discussed. • Assume responsibility for implementation of transition plans and services as developed in IEP meetings. • Facilitate placement of students in vocational and career programs, job placements, and postsecondary learning institutions. • Monitor completion of coursework to meet program requirements. • Monitor district's compliance with state and federal regulations regarding students with disabilities and transition planning.

The Transition Process

The transition coordinator and the transdisciplinary team have a shared responsibility for the planning and coordination involved in the transition process. The transition process can be defined as the steps necessary to incorporate transition services into a student's Individual Education Plan (IEP). The transition process unfolds in four major steps (see Figure 3.3). The first step is the pre-IEP meeting where the special education teacher and the transition coordinator make the necessary preparations for the IEP meeting. The second step involves the functional assessment process in which all pertinent information about the student is gathered. The third step incorporates the notification procedures for all persons and agencies who are invited to attend the IEP meeting. The fourth step is the IEP meeting where the student's transition needs will be addressed and integrated into the IEP process.

Figure 3.3. The Transition Process


STEPS
1
Pre-IEP
Meeting
2
Functional
Assessment
Process
3
Notification
4
IEP
Meeting
Special
Education
Teacher and
Transition
Coordinator
School
Psychologist,
Student, Parents,
Counselors,
Teachers, Others
Persons and
Agencies
Notified to
Attend
Transition
Services
Incorporated
into IEP Process
Participants and Actions

Step One: Pre-IEP Meeting

In the preliminary or pre-IEP meeting, the special education teacher and the transition coordinator begin transition planning by completing the Transition Profile. The Transition Profile can identify postschool outcomes for the student and the skills that will be needed to achieve these outcomes. The Transition Profile is divided into two areas: "Basic Skill Competencies for Employment" and "Postschool Outcomes." The completed Transition Profile provides a basis for future discussions of the skills and services the student will need in the transition plan. Appendix E contains a copy of the Transition Profile.

Completing the Transition Profile

Area I: Basic Skill Competencies for Employment

The basic skill categories of Reading, Writing, Arithmetic/Mathematics, Listening, Speaking, Learning Styles, Computer Literacy, and Study Skills are included in Area I: Basic Skill Competencies for Employment. Each category contains a long-term goal statement. The long-term goal statement is analyzed into tasks or subskills necessary to achieve the long-term goal. For example (Figure 3.4), the category of Reading lists the long-term goal "The student will locate, understand, and interpret information in written form." Thirteen subskills necessary to achieve this long-term goal are listed and must be evaluated for the student according to the four criteria listed: "Mastery," "Not Applicable" (N/A), "IEP," and "Future."

Figure 3.4. Sample Section of the Transition Profile

CATEGORY A: READING
GOAL: The student will locate, understand, and interpret information in written form.

	Mastery	N/A	IEP	Future
1. Locates information in books, magazines, newspapers.				
2. Answers factual questions from material in books, magazines, newspapers.				
3. Sequences events in a story, book, or movie.				
4. Makes inferences, chooses main idea, predicts outcomes, identifies cause and effect, draws conclusions.				
5. Distinguishes fact and opinion.				
6. Identifies author bias.				
7. Recognizes propaganda.				
8. Follows assembly instructions.				
9. Locates information in a manual.				
10. Follows directions in a manual.				
11. Answers questions from interpreting a graph.				
12. Locates information on a schedule.				
13. Other (Describe).				

Knowledge of the student's abilities and the information provided on the regular IEP will be used to determine which subskills are applicable to the student. For each one not applicable to the student, the date the subskill was reviewed or the date of the pre-IEP meeting will be entered into the "N/A" column for that subskill. For each one that is applicable, it must be determined whether the student has already mastered the subskill or the subskill still needs to be developed. If it is decided that the subskill has been mastered, the date of the pre-IEP meeting will be entered into the "Mastery" column for that subskill. All subskills that are not considered either "mastered" or "not applicable" will be addressed by the transition planning team at the IEP meeting.

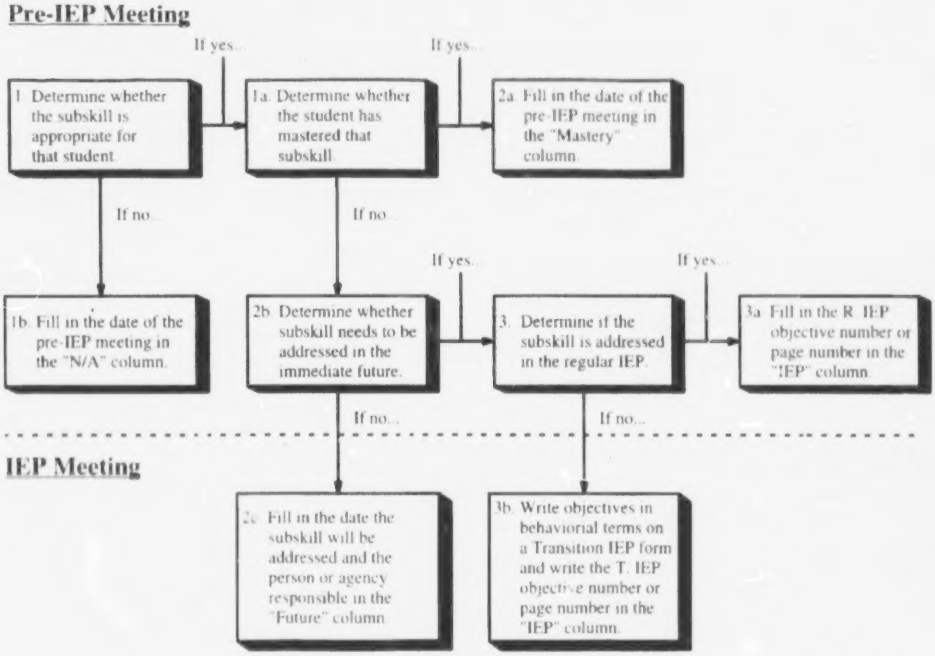
Area II: Postschool Outcomes

When the special education teacher and the transition coordinator have completed the "Basic Skills" area to the best of their knowledge, they can continue with the "Postschool Outcomes" area. The categories of "Independent Living Skills" and "Self-Advocacy Skills" are completed in the same manner as the categories of the "Basic Skills" area because the criteria are the same: "Mastery," "N/A," "IEP," and "Future." The other categories have different criteria. In "Category A: Job Training and Placement," the criteria "Mastery" is replaced with "Participation" because it contains programs and services rather than subskills. If the student is involved or should be involved in the programs or services listed, the date(s) of participation should be entered into the "participation" column. If the student does not need a particular program or service, the appropriate column should be marked. In "Category B: Limits to Employability," the criteria "Mastery" is replaced with "Concern" because it contains areas of possible limitations for the student rather than a particular skill. If the area is a possible concern, the pre-IEP meeting date will be entered into the "Concern" column. If it is not a possible concern, the appropriate column should be marked. In "Category C: Medical Service and Therapies," the criteria "Mastery" is replaced with "Awareness" because it lists services and therapies rather than skills. If the student is aware of the services listed, the pre-IEP meeting date is entered into the "Awareness" column. In "Category D: Medical Resources," the criteria "Mastery" is replaced with "Eligible" because it lists programs that assist in handling medical needs and finances. If the student is eligible for the programs listed, the pre-IEP meeting date is entered into the "Eligible" column. In categories "E: Income," "F: Housing/Residential," and "G: Community, Leisure, and Recreational Activities," the criteria "Mastery" is replaced with "Appropriate" because it lists environments and situations which may or may not be appropriate for the student. If the environment or situations is appropriate for the student, the date of the pre-IEP meeting is entered into the "Appropriate" column.

If the special education teacher and the transition coordinator are not able to evaluate any of the subskills, services, programs, environments, and the like on the profile, they must send copies or partial copies of the profile to relevant people able to provide information or conduct an appropriate functional assessment. These persons could be the parents, teachers, guidance counselors, vocational rehabilitation counselors, or school psychologists, as well as many other possible individuals who might be able to provide appropriate and necessary information.

Figure 3.5 offers a graphic representation of how the profile is completed.

Figure 3.5. Using the Transition Profile


Pre-IEP Meeting
If yes...
If yes...
1. Determine whether the subskill is appropriate for that student.
1a. Determine whether the student has mastered that subskill.
2a. Fill in the date of the pre-IEP meeting in the "Mastery" column.
If no...
If no...
If yes...
If yes...
1b. Fill in the date of the pre-IEP meeting in the "N/A" column.
2b. Determine whether subskill needs to be addressed in the immediate future.
3. Determine if the subskill is addressed in the regular IEP.
3a. Fill in the R. IEP objective number or page number in the "IEP" column.
If no...
If no...
IEP Meeting
2c. Fill in the date the subskill will be addressed and the person or agency responsible in the "Future" column.
3b. Write objectives in behavioral terms on a Transition IEP form and write the T. IEP objective number or page number in the "IEP" column.

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Step Two: Functional Assessment Process

Step Two of the transition process is the information gathering stage called functional assessment. Functional assessment is the analysis and measurement of behaviors that occur in natural environments and are related to real-life goals. A functional assessment is administered in a natural environment or one that simulates a natural environment. It allows for the study of the relationship between an individual's behavior and the expectations and demands of the environment. Functional assessment evaluates difficult-to-quantify cognitive factors such as the ability to learn, problem solve, and plan. It allows the evaluator the opportunity to observe how an individual approaches knowledge and uses problem-solving skills to arrive at a solution. A functional assessment identifies and targets the obstacles to goal attainment in the context of the demand placed on an individual in a real-life environment. In Step One of the transition process, the teacher and coordinator discussed the student's needs and abilities as they related to the categories on the Transition Profile. Any category that could not be evaluated because of the need for more information provides an opportunity for functional assessment. To obtain the additional information needed to evaluate a student's abilities in a category, a functional assessment can be done by creating a situation where the student is asked to perform the skill being considered. Structuring the assessment so that the student is required to perform or do a task in a natural or simulated environment rather than complete a paper-and-pencil task in a classroom is what makes the assessment fit the description of "functional assessment."

Traditional forms of assessment use mathematical and statistical models to interpret results and do not accurately measure the factors crucial to transition planning. Functional assessment, on the other hand, is a process of collecting data for the purpose of specifying and/or verifying problems and making decisions about a student's abilities. The word "assess" comes from Latin and means "to sit beside" and implies that assessment will be an active process for the student and the evaluator. In a functional assessment for transition planning, the student will be asked to complete tasks that involve the following kinds of behaviors:

- Perform, create, produce, or otherwise actively do something.
- Use higher-level thinking and problem-solving skills.
- Use tasks that represent meaningful instructional activities.
- Invoke real-world applications to realistic problems.
- Use human judgement, feedback.
- Apply problem-solving skills.

Within the context of the school to work transition, the goal of assessment is to establish what the desired postschool outcomes are and to determine if the student has the skills needed to achieve these goals. Success in the work environment is determined not only by the skills the student has mastered but also by the ability of the student to apply these skills in everyday work situations to solve real-life problems. Todd, Fiske, and Dopico (1994) describe the importance of appropriate assessment procedures:

> From kindergarten through high school graduation; from postsecondary training and education to getting a job and moving up the career ladder, assessment plays a critical role in the lives of virtually every school-aged child and adult in the United States. Used properly, assessment assists in the full development of a person's skills and knowledge potential; used improperly, it misclassifies, discriminates and raises barriers to learning and employment opportunity. (p. 16).

Assessment for transition planning should require students to rely on prior knowledge, recent learning, and thinking skills to solve problems. It is this characteristic that will enable a student to be successful in the workplace. David Kearns, Chief Executive Officer of Xerox

Corporation has observed that "future jobs will be restructured about every seven years, and work and learning will be inseparable." Appropriate assessments over time place the students in terms of progress and development and can be viewed as continual, formative activities. Assessments over time also reflect the developmental nature of transition skills and activities which are designed to result in the final outcome of a successful transition from school to the workplace and adult living.

Figure 3.6 describes different sources of assessment information, the areas of information that can be documented by the results of assessment procedures and the purposes of assessment.

Figure 3.6. Assessment for Transition Planning

SOURCES OF ASSESSMENT INFORMATION	ASSESSMENT CAN DOCUMENT INFORMATION ON	PURPOSES OF ASSESSMENT
• the student	• interests, options, and preferences	• identify areas of need
• parents/guardians, other relatives	• strengths and limitations	• increase community living skills
• school psychologists	• personality assessment • mental abilities	• improve student learning
• teachers	• learning abilities	• improve instructional methods
• vocational rehabilitation counselors	• vocational interests • functional limitations • learning styles	• develop vocational activities

Assessment Tools and Strategies

While a variety of instruments and strategies can be listed for assessment, each one must consider the student as an individual and may require modifications and adjustments to be appropriate. Individual differences within any group of students with disabilities will require a consideration of diversity in assessment. To ensure that the assessment accurately represents the abilities of the student, it is recommended that multiple data sources and environments be incorporated. A consideration of multiple cognitive domains and assessment over time is also important for effective assessment strategies.

An important strategy is to utilize traditional assessment tools in different ways. While the information obtained in each of the assessments is important, the full significance of the results will be understood only if the results are shared with the student, parents, teachers, and other members of the transition planning team and used for creating transition activities. The following traditional assessment tools will be discussed with suggestions for strategies about alternative uses:

- Student Interest Inventories
- Learning Styles Inventory
- Interviews
- Projects
- Vocational Evaluations
- Behavior Rating Scales
- Portfolios
- Formalized Psychometrics

Student Interests, Preferences, and Aptitudes

To be in compliance with IDEA requirements, transition planning must reflect student interests, preferences, and aptitudes. Designed to address the minimal areas required by IDEA, the Student Interest Survey is a good starting point for interests and preferences, and can be completed independently by the student or in an interview setting with a teacher, counselor, or other adult.

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An interview setting provides an opportunity to explain any part of the survey that the student might not understand and may be an appropriate adaptation for students with reading or written expression difficulties. The Survey provides information about previous work experience, current career goals, interests in vocational activities and participation in community programs and services. See Appendix D for a sample survey.

Incorporating student aptitudes into the transition planning has already been discussed. In Step One of the transition process, the Transition Profile identifies many potential areas that provide opportunities for functional assessment. When information is needed to evaluate student abilities in a category, a functional assessment can be done by creating a situation where the student is asked to perform the skill being considered.

Many commercial programs are also helpful in determining student interests, preferences, and aptitudes. Job matching is a set of videotapes that show several tasks being performed. The student is asked to respond by indicating the degree to which he or she would be interested in performing that task and to what degree that task has been performed in the past. Printouts with job clusters relating to the student's demonstrated interests, preferences, and experiences as indicated by the students' choices are given as feedback. Job matching also includes work samples to allow the student hands-on experience with certain tasks.

The Guidance Information System (GIS) is a computer database that provides detailed information on careers based on the results of the Harrington-O'Shea Interest Inventory. The student first answers questions about jobs, interests, school subjects, abilities, and educational plans on the Harrington-O'Shea Interest Inventory. Then, the GIS will provide a list of careers to be explored and considered. The GIS also provides detailed information on occupations, colleges, military careers, and financial aid. The GIS indicates educational requirements for jobs as well as other factors that should be considered.

"Choices and Goals" is a computerized interest survey in which students express opinions about jobs, leisure activities, values, school subjects, and skills. Again, a printout showing job clusters indicated by choices and opinions is provided as feedback.

Apticom is a vocational assessment tool that measures both interest and aptitude. It is self-scoring and self-timing. A printout of complete job profiles is produced for the individual tested.

Vocational Evaluations

Research on the outcomes of vocational evaluations suggest that several direct benefits result from vocational evaluation services. When vocational evaluation results are shared with a student, the student obtains an increased awareness of career options and a better understanding of personal abilities, capacity, and potential.

The technology of vocational evaluation includes computer assisted programs, a work-sample approach, simulated job stations, and work sample activities to meet the following objectives.

1. Obtain knowledge of student's "work personality."
2. Estimate impact of student's disability of his or her performance.
3. Determine change possibilities of the "work personality."
4. Estimate training capacity (ability to benefit from formal or informal learning or from experimental learning in a work setting).
5. Project future levels and types of work activities.

The concept of a "work personality" refers to the functioning behavior exhibited by the student in the work setting. Motivation and work values are demonstrated by this functioning behavior and impact the potential to learn new skills through training. The capability of learning how to learn in a work setting will enable the student to adapt and improve in a work situation and is a desired component of the work personality.

The vocational evaluator provides essential information as a member of the transdisciplinary team. In addition to making specific recommendations about vocational school or vocational training, the vocational evaluator can assist by suggesting which classes, programs, and activities within the school setting are appropriate for the student.

Vocational assessments conducted at a career center can involve an assessment by computer such as the Microcomputer Evaluation and Screening Assessment (M.E.S.A.), hands-on assessment such as the Talent Assessment Program (T.A.P.), and the Vocational Implication of Personality (V.I.P.). The MESA summary indicates areas of strength and relates these strengths to job clusters. In the TAP summary, the results of ten hands-on assessments are described with listings of specific jobs that relate to the type of task evaluated. With the VIP, information about individual styles in personality, learning, decision making, and operational method is obtained. The results of such an extensive assessment can provide a strong basis for transition planning.

Learning Styles

Knowledge of learning styles can be an extremely valuable resource in transition planning. Once the major learning styles are determined, students can arrange their learning environments to better suit their abilities. This knowledge will also be useful in adjusting to the world of work. By knowing their learning style preferences, students can choose appropriate career choices and work environments. By knowing what kind of activities they will excel in, they may choose jobs they will be successful at performing. One useful tool in determining a student's predominant learning style is the CITE (Center for Innovative Teaching Experiences) Learning Styles Computer Application system based on the *CITE Learning Styles Inventory* by A. Babich, P. Burdine, L. Albright, and P. Randol of the Murdock Teacher Center, Wichita, Kansas. Appendices B and C contain the complete CITE Learning Styles Inventory and Score Sheet.

The computer program asks students 45 questions about the ways they feel they learn the best. The program then determines the major learning styles based on the answers the student provided. The program rates each of nine learning styles as "Major," "Minor," or "Negligible." "Major" learning styles are the ones the student prefers and uses most often. It is possible for a student to have more than one preferred style. "Minor" learning styles are those that serve as "back-ups" when the preferred, or "Major" style is not possible in a given situation. They are often used in conjunction with a preferred style. "Negligible" learning styles are those with which the student is not comfortable. The student will use other styles if they are available.

For transition planning, the team members may link the student's major learning styles to a job cluster that would utilize the student's strengths. If the student is not interested in occupational clusters that link to his or her major learning style, then modifications or accommodations based on their major learning styles can be considered in fields the student is interested in. For example, someone who has "Social-Individual" and "Expressiveness-Written" styles would probably want to avoid a job as a sales representative if that means giving quarterly reports to the board and directly speaking to customers. That person would be better suited for a job as a writer or researcher because they express themselves better in writing and prefer to work alone. Figure 3.7 outlines the major learning styles covered by the CITE Inventory.

Figure 3.7. CITE Learning Styles

1. Visual Language	"These are the students who learn well from seeing words in books, on the chalkboard, on charts, or in workbooks. ... These students remember and use information better if they have read it."
2. Visual Numerical	"These students have to see numbers on the board, in a book, or on paper to work with them. They are more likely to understand math facts if they have seen them."
3. Auditory Language	"These students learn from hearing spoken words. ... They will be more capable of understanding and remembering information if they hear it."
4. Auditory Numerical	"These students learn from hearing numbers and oral explanation... They may do as well without math books because written materials are not as important. ... They can probably compute problems in their heads."
5. Tactile-Kinesthetic	"These students learn best by experiencing — doing, self-involvement. They definitely need manipulation of material along with accompanying sights and sounds. ... They seem unable to understand or keep their mind on their work unless they are totally involved."
6. Social-Individual	"These students get more work done alone. They think best and remember more when they learn by themselves. They care more for their opinions than for the ideas of others."
7. Social-Group	"These students strive to study in groups and they do not accomplish much individually. ... Group interaction increases their learning and subsequent fact recognition."
8. Expressiveness-Oral	"These students easily tell you what they know. They speak fluently, comfortably, and precisely. ... They are probably not shy about giving reports or talking to the teacher or classmates."
9. Expressiveness-Written	"These students write fluent and quality answers to convey their knowledge. They feel less comfortable perhaps even 'stupid,' when giving oral answers. Their thoughts are better organized on paper."

Behavior Rating Scales

Behavior rating scales focus on daily activities and help identify the impact of the disability on performance in different environments. Rating-scale formats that involve words on a scale (graphic ratings) or numbers for a range of choices (numerical ratings) are preferred over rating scales that are in a simple "yes/no," forced-choice or sentence-completion format. The sentence completion format adapts easily to a verbal expression exercise for students with a disability that identifies written expression as a difficulty. Providing an opportunity for the student to do a self-rating exercise using the same criteria is a procedure that can increase a student's understanding of personal strengths and weaknesses.

Interviews

Taking the time to talk with a student in an interview setting creates an opportunity to explore how a disability affects daily living and which problems the disability may pose in the workplace. As part of the interview, information about the individual can be obtained in a variety of areas:

- medical problems
- family history
- developmental background
- social and leisure activities

- educational background
- work experience
- career and job awareness
- potential barrier(s) to achieving goals
- learning styles and preferences
- vocational interests and goals
- oral communication ability

Involving the student as the interviewer can be a valuable learning experience that includes observing/job shadowing, communicating, evaluating, and communicating the results. As part of a job-shadowing experience, students can conduct interviews with workers according to a structured format and determine which skills are needed in the workplace for specific jobs. An example of this type of active involvement is found in a project in Indiana called the "School-Work PLUS." In this project, high school seniors went into workplaces in the community to "shadow" and interview workers using a questionnaire. The focus was on highly technical jobs and the skills required for these jobs as related to skills identified on the SCANS report (U.S. Department of Labor, 1991). Once a job category is targeted as a career option for the student, arrangements can be made for a work site observation and interview. Possible steps in the observation and interview can be

1. Introduction	Student introduces self and explains job-shadow and interview procedures.
2. Background of worker and job	Student gets information about the company and the worker.
3. Purpose of job	Student determines why the job exists.
4. Skills needed to do this job	Student lists the skills and training necessary to do this job.
5. Analysis of the job	Student lists in a step-by-step manner the tasks that must be performed.
6. Closure	Student asks any final questions and then extends thanks for the cooperation.
7. Sharing	Student presents and shares information.
8. Personal application	Student rates this job on a scale to reflect whether it is a possible career option for the student.

With the addition of a questionnaire and an interview, the activity of job shadowing is expanded into a transition activity that involves career exploration, communication skills, and clarification of personal interests and goals. The experience could be done in a team with another student to develop cooperative working skills.

Portfolios

The use of portfolios is becoming a common practice in education and has many applications in the area of transition activities. The *Transition Profile* can become the basis for the portfolio and can be used to document mastery of target skills. The functional assessment aspect of portfolio development demonstrates assessment integration and performance documentation. The portfolio presents achievements and accomplishments in a summary form and can assist a student in describing a completed program of training. It can be presented to be a prospective employer or when applying for admission to a postsecondary program.

The idea that a portfolio will be viewed by others outside the school setting can help establish strong standards for the quality of work. Realizing that a prospective employer will want to be informed about skills and achievements places a real-life value on the process of working toward goals and objectives. Portfolio entries should not be limited to the written form but can include other mediums such as photography, graphics, videotapes and other types of documentation.

Projects

Because a portfolio develops over a long period of time and because many students learn better in short time periods, projects within the portfolio may be presented in various stages of completion. By graduation, students will have in their portfolios a variety of accomplishments, both individual and team efforts, which represent the scope and sequence of their learning efforts. An example of a project in the area of Daily Living Skills is finding an apartment. Arranged in teams, students can read local newspaper ads; call to find out about available apartments; evaluate the portion of the monthly budget allotted for housing; and list information about the apartment such as cost, size, location, utilities, and renter's insurance. With a focus on problem solving, the project could easily follow the skills listed in the Transition Profile in the category of Social Competencies:

- Identify a problem.
- Develop a list of possible actions to take.
- List pros and cons of different choices.
- Evaluate each action.
- Choose a course of action.

The purpose of the project would be to "Find an Apartment to Rent." The students would have to describe all of the steps involved in solving this problem and include all the information used to make a decision about which apartment to rent. The projects could be displayed in a social studies fair or presented to the class.

Projects or project summaries can easily be included in a portfolio to represent the activities that the student has completed. The intent of projects is for the student to perform, create, or otherwise actively complete a task that requires problem solving skills. The task should be related to instructional goals that have real-life application. A project that meets these criteria provides opportunities for functional assessment and becomes an individualized transition activity.

Step Three: Notification

Once all the vital assessment information is gathered, and the transition profile is ready to be completed, the transition coordinator will know which persons and agencies need to be invited to attend the IEP meeting. It is the responsibility of the transition coordinator to notify these persons and agencies of the IEP meeting.

According to Section 300.344 of the Individuals with Disabilities Education Act:

> If a purpose of a meeting is a consideration of transition services for a student, the notice must also-
> i. Indicate this purpose
> ii. Indicate that the agency will invite the student; and
> iii. Indicate any other agency that will be invited to send a representative.

IDEA states that the student *must* be invited. If he or she chooses not to attend, his or her preferences and interest *must be documented* and taken into consideration. Otherwise, the transition IEP will be out of compliance with federal law. It is suggested that before the IEP meeting, documentation of the student's interests be obtained by interview, survey, or some other method (see the Student Interest Survey in Appendix D). Not only does this keep the IEP in compliance, but it encourages the student to become involved in the decision making process and provides an opportunity for the student to make a commitment to the transition plan.

The intent of these notification procedures is to allow all concerned an opportunity to prepare for the IEP meeting. For the parent, preparation may include thinking about goals and plans and discussing them with the student. The notification also provides parents an opportunity to request information about the other participants and to suggest additional or alternative persons or agencies. The student may wish to consult with parents, teachers, and other significant adults. And either the parents and student may wish to invite friends, community members, relatives, or others who may contribute support and information helpful to the student in transition.

Parent and family networks often prove to be valuable resources in transition planning. In fact, parent involvement has been identified as essential for the success of transition planning (Foss, 1990). The reverse application of this statement, however must also be true: Lack of parental involvement and support is detrimental to the transition planning. Yet, as educators and other community professionals know, there will always be some parents unable to assist their children in a supportive manner. Realizing that such conditions place the student at risk, the professionals involved must discover alternative sources of support.

Sources to consider are (a) the extended family, (b) members of the local business community, and (c) peer support.

Quite often, at least one member of the extended family is willing to provide the support needed by a student. Such situations within a family can be difficult to handle and may require the assistance and resources of community providers to discover which family member will be able to provide the emotional support and encouragement that the student needs.

A second alternative source may be found by utilizing the personnel available in local businesses. Many schools have an established "partnership" with a local business which provides not only financial support for programs, but other services as well. It may be possible to recruit an employee of the business partner to assume a supportive role as a mentor/advisor for a student who has no other network of support. If the student has identified an area of career interest, it would be advantageous to match the background of the mentor/advisor to the career interests of the student. Such a match is not required, however. The adult employee willing to volunteer the time needed to mentor/advise the student should provide a positive role model of a lifestyle that includes gainful employment and community participation regardless of the area of employment. The initial contact between the business employee and the student could involve completion of the Student Interest Survey. Such an exercise could give the mentor/advisor valuable insight into the needs, hopes, and goals of the student. The role of the mentor/advisor could be expanded into monthly meetings to review progress through the portfolio and participation in IEP meetings to provide much needed support for the student. Provision of mentors/advisors by the business community can be a valuable resource to develop.

A third source of support for a student with disabilities can come from the peer group of students within the high school setting. Using cooperative learning, it is possible to create a peer group of students from both regular education and special education who could provide a support system for the student. Involving components of peer counseling, the support group could meet with the student on a regular basis to assist in developing problem-solving techniques, to practice/rehearse/model target social skills, to review progress through the student portfolio, and to help the student prepare for an active role in the IEP process. The involvement of students from regular education programs could be a catalyst for greater understanding and acceptance of students with disabilities. The cooperation and understanding that would result from a peer support system would benefit all students involved in the peer support group. In fact, students represent one of the most underutilized resources in our schools.

For the student without parent support, the skills listed in the Transition Profile in the category of Self-Advocacy take on increased importance. The first step in self-advocacy is to develop personal knowledge of one's personal learning styles, academic strengths and weaknesses, personal preferences, interests, and aptitudes. This knowledge gives the individual student a realistic basis for making personal decisions about career choices and life goals.

Step Four: The IEP Meeting

Once the preliminary planning (pre-IEP) meeting has been held, the functional assessment process completed, and notification implemented, the IEP meeting takes place. It is during this meeting that the transition plan is developed and responsibilities assigned.

At the IEP meeting the transition team reviews the regular IEP to make sure progress is being made toward achievement of the stated goals and objectives.

IDEA Section 300.346 states that the content of the IEP

> must include a statement of transition services... including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the high school setting.

As far as agency participation is concerned, Section 300.344 states:

> If an agency invited to send a representative does not do so, the public agency (the school) shall take other steps to obtain the participation of the other agency in the planning of any transition services.

IDEA also mandates that if a participating agency fails to deliver the agreed-upon services documented in the IEP, the public agency must conduct a meeting "for the purpose of identifying alternative strategies to meet the transition objectives and if necessary, revising the student's IEP." It is the school's responsibility to make sure the objectives are being met and the participating agencies are fulfilling their obligations.

Once the IEP has been reviewed and the student's status in relation to the goals and activities of the IEP has been established, transition services will be determined. At this point, the transition team can use the Transition Profile and address all subskills not identified as "mastered" or "not applicable" by the special education teacher and the transition coordinator during the pre-IEP meeting. If it is decided that a subskill has not adequately been addressed or mastered, it must be determined whether immediate attention should be given to that skill or if it would be more appropriately dealt with at a future date. If it deserves immediate attention, the objective number or the page number from the regular IEP form that addresses that particular goal or subskill will be entered into the "IEP" column. If the regular IEP does not address that particular subskill, then goals and objectives must be written in behavioral terms onto a transition IEP form. Once those are written, the goal and objective number(s) or the page number from the transition IEP form will be written in the "IEP" column of the Transition Profile. If the subskill to be mastered should be dealt with at a later date, the estimated date and the persons or agencies responsible will be entered into the "Future" column. The final step in the IEP meeting is the assignment of responsibilities for the transition activities.

The subskills and categories targeted on the Transition Profile can be used to create the "coordinated set of activities" mandated by IDEA. This set of activities can be shaped and designed by asking five basic questions (see Figure 3.8).

Figure 3.8. Arriving at a Transition IEP

Question	Activity
1. What *Instruction* will the student need to master the target skills and realize projected adult outcomes?	1. Design instruction to match identified areas of need.
2. What *Community Experiences* can be included in the plan to help the student master skills and achieve projected adult outcomes?	2. Develop community experiences that involve targeted programs and services.
3. What *Objectives* should be *Developed* for employment and other postschool living environments?	3. Design objectives that will enable the student to achieve employment and postschool living outcomes.
4. Does the student need a structured program to acquire *Daily Living Skills* that will be needed as an adult?	4. Develop individualized objectives and design activities that will help the student acquire daily living skills.
5. Does the student require a *Functional Vocational Evaluation*?	5. Create vocational assessment experiences in natural settings.

The resulting transition IEP is added to the student's already existing IEP. It should be noted that the transition IEP can be incorporated into the regular IEP or it can be a separate document. The transition profile acts as a supplement to the regular IEP form and as a precursor to the transition IEP form. By the end of the meeting, three documents will exist: a regular IEP, a transition IEP, and a transition profile. These documents will remain in the student's records and will be accessible for use as a portfolio of progress, achievement, or the like.

Chapter Four: The Transition Profile

"The Transition Profile was developed to provide a structured, systematic way to consider the choices available when projecting the postschool outcomes for individual students."

The Transition Profile

Description

The Transition Profile was developed as a tool to evaluate student strengths, competencies and skills. The Profile can be used by teachers, parents, students, community resource personnel and employers to create a realistic appraisal of students in each of the categories listed in the two major areas: Basic Skills for Employment and Postschool Outcomes. Based on this individualized appraisal, transition services can be developed which will enable students with disabilities to achieve the desired postschool outcomes. It is our hope that someday, in the not too distant future, the Profile will be used by all students to plan for their school-to-work transition.

The Transition Profile provides a structured presentation of two major areas that must be considered when creating transition plans (Figure 4.1). The first area lists categories of basic skills for employment. The second area lists programs, environments, services and skills that are categories for postschool outcomes. A complete profile can be found in Appendix E.

The Profile results provide a basis for determining present needs and projecting future needs. A complete profile forms the basis to obtain needed information to design and implement individualized transition plans for the Individual Education Plan (IEP) of special education students.

Figure 4.1. The Transition Profile

Area I: Basic Skill Competencies for Employment	**Area II: Postschool Outcomes**
A: Reading B: Writing C: Arithmetic/Mathematics D: Listening E: Speaking F: Learning Styles G: Computer Literacy H: Study Skills	A: Job Training and Placement B: Limits to Employability C: Postsecondary Education D: Medical Services/Therapies E: Medical Resources F: Income G: Housing/Residential H: Community Leisure and Recreation Activities I: Independent Living Skills J. Self-Advocacy Skills K: Social Competencies

Development

The idea for the Transition Profile began as a checklist that teachers could use as a guide to project adult outcomes. A checklist is a systematic way to consider the possibilities for each student. The initial checklist included the areas mandated by IDEA: postsecondary education, employment, vocational training, adult services, independent living, community participation, daily living skills, and functional vocational evaluation. In order to determine what kinds of skills are needed in the workplace, the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report was analyzed. The report listed the mastery of basic skills in Reading, Writing, Arithmetic/Mathematics, Listening, and Speaking as essential to finding and maintaining employment. These basic skills were described as the "irreducible minimum for anyone who wants to get even a low-skill job." The skill description in the SCANS report (U.S. Department of Labor, 1991) was stated in terms of how the skills would be used in the workplace, e.g., "Reading: locates, understands and interprets written information in prose and in documents such as manuals, graphs, and schedule." This type of skill statement added an important and logical dimension to the concept of basic skills that would be included as part of a transition plan: Skills should be written in a format that describes the application of the skill in the workplace. A transition plan written for a student should include skill competencies needed for employment as well as a listing of postschool outcomes. At this point, the checklist evolved into a "Transition Profile" and/or competencies needed for successful employment and the adult outcomes that are necessary when the student leaves the high school setting.

A closer look at the basic skills listed in the SCANS report determined that the list of basic skills (Reading, Writing, Arithmetic/Mathematics, Listening and Speaking) was incomplete when the modern workplace was examined. The demands of today's workplace require that the student be equipped with skills that go beyond the traditional interpretation of basic skills. Accordingly, the Transition Profile includes the additions of Learning Styles, Computer Literacy, and Study Skills. Learning Styles was chosen because of the implications for matching learning styles to job requirements and work environments. Computer Literacy was included because technology in some form is present in almost all job environments. The addition of Study Skills gave the opportunity to describe good work habits that could be developed in the school setting and generalized to the workplace or to a setting for postsecondary education and training. Test-taking skills were included under Study Skills because many jobs require employees to perform in a satisfactory manner on tests or competency-level examinations for licensing or for advancement. The Transition Profile now includes the areas of Reading, Writing, Arithmetic/Mathematics, Listening, Speaking, Learning Styles, Computer Literacy, and Study Skills in Area I: Basic Skill Competencies for Employment.

The areas listed in IDEA as postschool outcomes had a great deal of overlap yet did not include some important considerations. Research on the subject of transition led to the additional categories of Self-Advocacy Skills, Social Competencies, and Community Leisure and Recreation Activities. The Transition Profile had to reflect the continuum of possibilities for a wide range of students with varying types of disabilities. In considering the needs of the student with a disability using the Transition Profile, identifying job training and/or placement must include the possibility of any limits to employability. Depending on the nature of the disability, the individual student may continue to have specialized medical needs and must be knowledgeable about medical resources and services and about the procedures that must be followed to access these services. Assessment of income sources is essential to determine the type of housing that will be appropriate for the student. Participation in community leisure and recreation activities will increase the likelihood that the student will make a positive adjustment in the adult community. The social skills necessary to appropriately interact in school, work, and community settings are listed in the sections on Self-Advocacy Skills and Social Competencies. To provide as many options as possible, the Transition Profile categories were combined and rearranged until eleven basic categories remained (see Figure 4.2).

The goal in Postschool Outcomes is to describe a wide range of adult environments, services, and skills on the Transition Profile. Each category corresponds to an outcome that presents a continuum of possibilities for the student with a disability. To create a range of options and present a continuum of possibilities, the categories were broken down into subskills or subcategories of skill competencies, programs, environments and services. Each category includes a goal statement that describes the expected outcome for the student. As each category is evaluated on the Transition Profile, the Transdisciplinary Team can consider input from several sources. Previous assessment data, IEP planning team input, student preferences, and parent input can all be helpful in evaluating the categories on the Transition Profile for students with disabilities. Projections of outcomes should not be limited by what is currently available in the community; resources and services can be utilized to develop the support needed for the projected outcome to become a reality.

Figure 4.2. Area II: Postschool Outcomes

A. Job Training and Placement
B. Limits to Employability
C. Postsecondary Education
D. Medical Services/Therapies
E. Medical Resources
F. Income
G. Housing/Residential
H. Community Leisure and Recreation Activities
I. Independent Living Skills
    (1) Household Management
    (2) Money Management
    (3) Personal and Family Relationships
    (4) Safety
    (5) Wellness/Personal Hygiene
    (6) Travel/Transportation
    (7) Citizenship
J. Self-Advocacy Skills
K. Social Competencies

The Transition Profile was designed to assist the Transdisciplinary Team in identifying areas of need and projected outcomes. The areas of need relate to the outcomes, i.e., the student must master skills or demonstrate competencies to achieve the outcome. The needs and outcomes identified on the Transition Profile create the basis for the "transition services" to be provided for the student as part of the IEP. If the student with a disability is to make the "transition" and achieve the projected outcomes, a "coordinated set of activities" must be designed for him or her. These activities are the shared responsibility of all participating agencies (see Figure 4.3).

Figure 4.3. IDEA-Mandated Activities

1. Instruction	The instruction must match identified areas of need although it need not be limited to the basic skill areas. The term "instruction" can apply to any part of any category, e.g., how to use public transportation.
2. Community Experiences	Any targeted program or service that can be conducted in a natural community setting should take place outside the school whenever possible. In many cases, the community is the most suitable environment for learning transition skills.
3. Assessment and Evaluation	Obtaining needed assessments and evaluations are transition activities and should be included in the transition plan as stated objectives and planned activities.
4. Development of Objectives	The development of individualized objectives for employment, adult-living, and daily-living skills qualify as transition activities. The transition plan should describe these objectives and ways they will be achieved.
5. Functional Vocational Assessment	This type of assessment is an activity that can easily be written as an objective in the transition plan. This type of assessment is not appropriate for all students.

The Transition Profile was developed to provide a structured, systematic way to consider the choices available when projecting the postschool outcomes for students with disabilities. It is designed to make sure the areas required by IDEA are considered as well as to enable the planning team to develop the knowledge base needed for effective transition planning.

Evaluation Criteria for the Transition Profile

Within the area of Basic Skill Competencies for Employment, each category states a long term goal. The goal is then analyzed into tasks that are subskills necessary to achieve the goal. The four criteria used to evaluate the subskills are listed in Figure 4.4.

Figure 4.4. Evaluation Criteria for Basic Skill Competencies for Employment

1. Mastery	Student can demonstrate mastery of this skill. Enter current date to show skill was discussed and evaluated.
2. N/A	The skill is not appropriate for this student. Enter date that this skill was reviewed.
3. IEP	If the skill is on the present IEP, write R IEP and note page number, e.g., R-IEP, p. 3, or objective number, e.g., R-IEP, #7. If the skill is appropriate for the student and will be included in the Transition IEP, it will be addressed at the IEP meeting.
4. Future	If the skill is appropriate for the student but will be addressed at a later date in the planning process, estimate the date that the skill will be included and the agency responsible.

While the Transition Profile provides a wide range of objectives and skills, adjustments and additions will be required for some students whose needs are not adequately described in the profile. Each category includes an extra line for additional objectives. However, it may be necessary to add other categories and objectives to meet specific needs of some students or to include goals of a specific technical nature.

In the area of Postschool Outcomes, the categories represent environments, services, and skill competencies. Different criteria are used in this section of the profile to reflect the differing nature of the categories (see Figure 4.5).

Uses of the Transition Profile

The heart of the transition process is the Transition Profile which serves as the basis for transition planning. The recommended use of the Transition Profile is as a pre-IEP planning document in Step One of the transition process. In this initial step of the planning process, the Profile provides a summary of categories that should be considered for each student. As each category is considered, it will contain skills that have been mastered, skills that are targeted at the present time, items that will be included at a future date, items that require further evaluation before a decision can be made, and items and categories that are not appropriate for a given student. The Transition Profile can help identify which community agencies will need to be involved at the IEP meeting and in the future. The Profile can assist the planning team by targeting areas where more information is needed or where further assessment is necessary. The Transition Profile can be used to prepare for the IEP meeting where transition needs and projected postschool outcomes will be discussed. However, for various reasons, perhaps the age of the student, the severity of the handicapping condition, or the length of time available for transition planning, there is a need for alternative ways to use the Transition Profile. The following sections provide a guide to using the Transition Profile. The following topics are discussed to provide suggestions that will help incorporate the Transition Profile into the transition planning process:

A. Projecting postschool outcomes
B. Assessment information and transition planning
C. Informal assessment using the Transition Profile
D. Relating present levels of performance to the Transition Profile
E. Prioritizing and clustering skills
F. Portfolio development

Figure 4.5. Evaluation Criteria for Postsecondary Outcomes

1. Participation	Student has already been enrolled in program. Enter dates of participation, e.g., 93-94.
2. N/A	Not appropriate for this student. Enter date profile was reviewed, e.g., 5-93.
3. Concern	This area is a possible concern for this student. Enter date profile was reviewed, e.g., 5-93.
4. Awareness	Student demonstrates awareness of need in this area. Enter date profile was reviewed, e.g., 5-93.
5. Eligible	Student is already eligible for this service. Enter date profile was reviewed, e.g., 5-93.
6. Appropriate	This choice is appropriate for this student. Enter date profile was reviewed, e.g., 5-93.
7. Mastery	Student can demonstrate mastery of this skill. Enter current date to show skill was discussed and evaluated.
8. IEP	If the skills is on the present IEP, write R-IEP and note page number, e.g., R-IEP, p. 3 or objective number, e.g., R-IEP, #7. If the skill is appropriate for the student and will be included in the Transition IEP, it will be addressed at the IEP meeting.
9. Future	If the skill is appropriate for the student, but will be addressed at a later date in the planning process, estimate the date that the skill will be included and the agency responsible.

Projecting Postschool Outcomes

A recommended first step in planning for a student using the Transition Profile is to begin the planning backwards. Planning backwards means that the process begins by identifying the desired outcome(s) and then planning what learning must take place and which steps must be taken for the student to achieve the desired outcome(s).

It is the outcome statements that shape the nature of the transition activities required by the student. The coordinated set of transition activities will bridge the transition from school to work or school to postsecondary education. The backwards planning begins with a question about the desired postschool outcome for the student (see Figure 4.6).

Figure 4.6. Identifying the Desired Outcome First

Postschool Outcomes:
What plans/hopes does the student have for the future?

☐ **Postsecondary Education**
☐ **Further Training for Employment**
☐ **Employment**

If the answer to this basic question is known, transition planning can continue. The answer must be broken down further to analyze the steps the student must take to achieve the goal. The type of postsecondary education or training must be specified. Eligibility requirements must be reviewed to determine if financial assistance for further education and training is available. The other categories within Area II (Postschool Outcomes) take on a different meaning within the context of the answer to this basic question. Identification of the desired Postschool Outcome(s) is the first step in beginning transition planning.

Assessment Information and Transition Planning

If it is not possible to answer the basic question about the desired outcome for the student, then no real planning can take place until more information about the student is available. In such a case, the first step of transition planning must involve assessment to determine what interests, preferences, aptitudes, and needs exist for the student with regard to postschool outcomes. In the description of the "coordinated set of activities" in IDEA (Section 300.346), the law includes the "development" of employment and other postschool living objectives. If the necessary information is not known regarding the student's interests, preferences, and aptitudes, then obtaining the information through assessment becomes a preliminary step in developing the postschool living objectives. Accordingly, it would be appropriate to include the planned assessment in the IEP as part of transition planning.

Assessment information can be obtained from a variety of sources:

- The student
- The parents
- Teachers
- Student Interest Survey
- Career Exploration Activities
- Vocational Interest Inventories
- Vocational Evaluation
- Psychological Evaluation
- Functional Vocational Assessment

The purpose of this assessment will be to determine the "student's preferences and interests" as well as the student's aptitudes and needs. The Transition IEP can include goal statements and activities that describe not only the assessments to be completed but also the learning that will take place for the student as a participant in the assessment process. Assessment provides a natural opportunity to involve both parents and students in the planning process. The transition activities provide opportunities to involve the student in actively setting and achieving goals. In *Integrating Transition Planning into the IEP Process*, West et al. (1992), describe the transition process with the following statements:

> The most effective transition planning involves consumers (students) and parents as leaders in mapping the educational experience and the years after graduation. Empowering the family and students to do their own case management, become involved in policy-making bodies, and contribute as equal partners in the IEP process is paramount to successful transition outcomes. (p. 3).

Because goal statements and activities must include timelines for completion as well as designation of the person/persons responsible for completing the assessments, it is suggested that both the student and parents be designated as responsible persons in implementing at least some of the goals and activities.

When writing the Annual Goals and Short-Term Objectives, skills on the Transition Profile can be incorporated into the goal and objective statements. To illustrate how subskills on the Transition Profile can be incorporated into goal and objective statements on the IEP, the following examples include references to different categories on the Transition Profile. It is not necessary to include such references on the IEP; it is included here only for purposes of illustration. Abbreviations are used to conserve space: Transition Profile (TP); Job Training and Placement (JT&P), Skill #2 = (TP: JT&P, #2) Vocational Evaluation.

It is important to remember that these goals and activity statements are designed to provide answers to the initial questions: What are the desired postschool outcomes for this student? What plans/hopes does the student have for the future? Figure 4.7 is one example of how the assessment procedure could be integrated into an Annual Goal with Short-Term Objectives on a Transition IEP.

Figure 4.7. Example of Transition IEP Goal

Annual Goal:	(TP: JT&P, #2)* Student will take part in a complete vocational assessment at the Vocational Center to develop an understanding of her personal preferences, interests, aptitudes, and career options.
Persons Responsible:	Students, Parents, Transition Coordinator, Vocational Assessment Staff (Vocational Center)

*Transition Profile = TP; Job Training and Placement = JT&P; Skill #2 = #2 (TP: JT&P, #2)

If the Annual Goal is to be accomplished, other activities must first take place. Figure 4.8 provides examples of what should take place in order for the long-term goal to be accomplished.

Figure 4.8. Short-Term Objectives and Evaluation Criteria

1. (TP: S-A S, #10)*	Student will participate in a conference to interpret the results of the Vocational Assessment and communicate with parents and teachers to determine realistic goals. Date Due: ____________________ *(List reasonable date—estimate 60 days)* Date Completed: ____________________ Degree of Progress: ____________________ ____________________
1. (TP: S-A S, #10)*	Student will demonstrate an understanding of her personal aptitudes and the corresponding career choices by identifying three appropriate career choices. Date Due: ____________________ *(List reasonable date—estimate 60 days)* Date Completed: ____________________ Degree of Progress: ____________________ ____________________

*Transition Profile = TP; Self Advocacy Skills = S-A S; Skill #10 = #10.

It is not necessary or recommended that the reference to the Transition Profile goal be included in the statement of goals and objectives on the IEP. It is included here to show the relationship between goals on the IEP and skill objectives on the Transition Profile. It may be helpful to use the wording found on the Transition Profile skill statements and incorporate it into the goal and/or measurable objective statements.

While the assessment is being conducted, it should not be limited to the areas of Employment, Training, and Postsecondary Education but should also include other areas of postschool living such as the need for adult services, independent living skills, and community participation. The Transition Profile can be used to systematically consider each of these areas for the student. Area II, Figure 4.2 lists the 11 basic categories for postschool outcomes.

Informal Assessment Using the Transition Profile

The Transition Profile functions as an informal assessment tool to determine student strengths and needs in a variety of categories. The profile provides specific knowledge about the student in the areas that must be considered in transition planning. If the Profile lists a skill and the planning team is uncertain how to rate this skill for the student, it will be necessary to seek input from other teachers and/or parents. It may be necessary to create situations where the student will be asked to perform a skill so that a determination can be made through functional assessment. The results of the evaluation will give an extensive list of needs that can be targeted for the student in transition planning.

Assessment information obtained from teachers and parents can be used to evaluate the student on the Transition Profile. The Case Study of Michael will be used to demonstrate how assessment information can be related to skills on the Transition Profile.

Case Study: Michael

Michael is 16 years old and in the ninth grade. In elementary school he was retained in both kindergarten and first grade before a referral was made for a psychological evaluation. Michael was eligible for services because of a Specific Learning Disability in the areas of reading, reading comprehension, written expression, and math. An additional referral was made to determine if Attention Deficit Hyperactivity Disorder was present. Behavior rating scales for home and school were completed and the school recommended to the parent that the family physician determine if Attention Deficit Hyperactivity Disorder diagnosis could be made. The family physician made a diagnosis of ADHD and placed Michael on Ritalin in the second grade.

Michael's last evaluation was a three-year reevaluation completed in the eighth grade. On the WISC-III, Michael obtained a Verbal IQ score of 80, a Performance IQ score of 98, and a Full Scale IQ score of 88, indicating average ability. His Woodcock-Johnson results produced a standard score of 76 in Reading and a standard score of 67 in Math. While steady academic progress has been made, Michael still receives direct instruction from the Learning Disability teacher in Language, Reading, and Math, as well as support services from the LD teacher for the mainstreamed classes of Science, Social Studies, and Health. Michael is in the LD Resource Room four periods a day and has been able to maintain passing grades in all courses except Social Studies. In addition to direct instruction in Language, Reading, and Math, the LD teacher provides assistance in preparing for tests in Science, Social Studies and Health. She also contracts with Michael for organizational skills such as taking notes, recording class assignments, turning completed assignments in on time, and maintaining appropriate social behavior in the mainstreamed classes. Some tests from the regular classes of Science, Social Studies, and Health are either modified or given under modified conditions,. For example, tests are read orally or extended time is allowed. Michael remains on medication but is becoming self-conscious about the procedure of going to the office to get the mid-day dosage. Some days he chooses not to get his mid-day medication. Michael is not always careful about his personal hygiene.

Vocational interest surveys indicated Michael is interested in construction and carpentry. He often works with his (maternal) grandfather who does home construction. Michael hopes to be eligible for summer employment through the Job Partnership Training Act (JPTA) and is currently completing the application. When the school held Career Day, Michael attended sessions on Home Construction, Remodeling, and Carpentry.

Michael comes from a single parent home. The mother is gainfully employed and was a good student. She had many of the same teachers that Michael has now. There is an older brother in the home who is Mildly Mentally Handicapped and plans to be in the local vocational school next year to study auto mechanics. The older brother has a paper route and Michael helps with the route if his brother is ill or unable to deliver the papers. The boys' father left when they were less than three years of age and his whereabouts are unknown. Their mother is often gone in the evenings and has a hard time providing a structured study time. Usually the boys are either out with mom or at home alone. The family is active in a local church and Michael participates in youth group activities.

There are three statements that can be used to illustrate the correlation of assessment information to skills on the Transition Profile:

Statement 1. **"She (Michael's LD teacher) contracts with Michael for organizational skills such as taking notes, recording class assignments, turning completed assignments in on time, and maintaining appropriate social behavior in mainstreamed classes."**

This statement correlates to the categories of Study Skills and Social Competencies. The following list identifies some of the skills from the Transition Profile which could be considered present needs for Michael based on the LD Teacher's statement about his organizational skills and social behavior in mainstreamed classes:

Suggested Skills from the Transition Profile:

Social Competencies, Intrapersonal Skills	#7:	Evaluates personal work performance in relation to established standards.
	#14:	Assesses/anticipates results of personal actions.
	#15:	Accepts personal responsibility for school work.
	#18:	Evaluates personal behavior in relation to school standards.
Social Competencies, Interpersonal Skills	#4:	Respects individual differences.
	#5:	Is sensitive to feelings and problems of others.
	#15:	Applies/maintains personal standards in group situation.
Study Skills	#1:	Uses a system to maintain organization of class notes, assignments, completed homework, and important dates organized.
	#2:	Takes notes during class discussion.
	#3:	Copies what teacher writes on board.
	#4:	Recognizes teacher cues for important information.
	#6:	Utilizes a study buddy or gets copies of class notes to complete personal notes.
	#8:	Writes down all assignments and due dates.

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Statement 2. **"Michael remains on medication but is becoming self-conscious about the procedure of going to the office to get his mid-day dosage. Some days he chooses not to get his medication."**

The skills referred to in this statement can be found in the categories of Medical Services and Therapies and Independent Living Skills. Possible skills that would be appropriate for Michael include

Suggested Skills from the Transition Profile:

Medical Services and Therapies	#11:	(Other) Counseling to understand his Attention Deficit Hyperactivity Disorder.
Independent Living Skills, Wellness, Personal Hygiene	#4:	Shows awareness of basic health care needs.
Social Competencies, Intrapersonal Skills	#1: #13: #14:	Demonstrates acceptance and respect for self. Recognizes when to seek support people and ask for help. Assesses/anticipates results of personal actions.

Statement 3. **"Michael is not always careful about his personal hygiene."**

This statement involves skills listed in the category of Independent Living, in Section 5, Wellness/Personal Hygiene.

Suggested Skills from the Transition Profile:

Independent Living, Wellness/Personal Hygiene	#1: #2: #6:	Establishes daily schedule that promotes physical fitness and exercise. Shows awareness of basic health care needs. (Other) Assumes personal responsibility for his personal hygiene

While these three statements describe present needs for Michael, if these behaviors were projected into the workplace they could possibly have a negative effect on his ability to succeed. His learning disability combined with an inconsistently treated Attention Deficit Hyperactivity Disorder make Michael a high risk candidate in both the school and the workplace. The issues of personal responsibility and poor organizational skills may create some roadblocks to success in vocational school. Part of Michael's transition planning should include activities to meet his needs regarding the medical condition of ADHD and enhance his acceptance of personal responsibility for school work, behavior, and personal hygiene.

If the entire Transition Profile were completed on Michael, there would be a long list of skill statements identified as needs for both the present and the future.

Further examples of correlating student needs to skills are included in the case study of Jason (Appendix F).

Relating Present Levels of Performance to the Transition Profile

The information listed on a student's IEP under "Present Levels of Performance" is another important source of information for transition planning. Most regular IEPs include the same basic performance categories and it is expected that relevant data regarding assessments and progress will be briefly summarized for each area. See Figure 4.9 for the basic performance categories generally listed on regular IEPs.

Figure 4.9. Example of IEP Performance Categories

Performance Area Summary	Briefly summarize relevant data from assessments and progress since the last assessment, for each of the following educational performance areas or indicate the reasons why each area was not addressed. 1. Academic 2. Intellectual 3. Communication 4. Motor 5. Sensory 6. Health/Physical 7. Social/Emotional 8. Behavioral 9. Adaptive Behavior 10. Vocational Annual goals must correspond to educational needs/behaviors stated above.

Each area is usually addressed by summary statements about the individual student's performance. Performance is described in specific terms which describe the student's needs and behaviors in each area. The expectation is that the annual goals written for the student will correspond to the needs and behaviors stated in the performance summary. It is important to note that some information included in the Present Levels of Performance in the regular IEP is important for transition planning as well. Overlap will occur to some degree particularly in relation to student needs that involve Sensory, Motor, and Adaptive Behavior. The information provided in these areas can also be integrated in the Transition Profile and used to develop transition objectives.

For students age 16 or older who require a plan to address transition needs, an additional section may be included in the IEP to summarize the present levels of performance in transition-related areas. Eventually, most school districts and/or states will adopt a standard form to identify the transition areas, which will probably conform closely to the postschool outcomes listed in IDEA (Postsecondary Education, Vocational Training, Employment, Adult Services, Independent Living, Community Participation). Two examples of categories for transition summaries are given in Figure 4.10 on the following two pages.

Figure 4.10. Example of Transition Categories (Example 1)

Transition Performance Area Summary **(Example 1)**	Students who are in the ninth grade and above or who have reached the age of 16 years as of September 1, must have, as part of their IEPS, a plan which addresses their needs for transition from secondary school to postsecondary education and training, employment and community living. Briefly summarize relevant data from each of the following educational performance areas or indicate the reasons why each area was not addressed: 1. Independent Living 2. Community Participation 3. Recreation and Leisure 4. Jobs and Job Training 5. Postsecondary Training and Learning

Educational Performance Area and Assessment Date	Present Level of Performance

Transition Goals and Objectives must correspond to needs and behaviors identified above.

Figure 4.10. Transition Performance Area Summary (Example 2)

Students who are in the ninth grade and above or who have reached the age of 16 years as of September 1, must have as part of their IEPs, a plan which addresses their needs for transition from secondary school to postsecondary education and training, employment, and community living. Briefly summarize relevant data for each of the following educational performance areas or indicate the reasons why each area was not addressed:

Basic Skill Competencies:	
Jobs and Job Training/Vocational:	
Postsecondary Training and Learning:	
Independent/Home Living:	
Community Participation:	
Recreation and Leisure:	
Adults Services:	

In the traditional (regular) IEP, the Annual Goals must correspond to the educational needs/behaviors of concern included under Present Levels of Performance. Accordingly, the Annual Goals stated in transition planning must correspond to the needs/behaviors of concern included under the Transition Performance Area Summary. Each area in the Summary should address the student's transition needs in that area, e.g., Basic Skill Competencies, Jobs and Job Training/Vocational, Postsecondary Training and Learning, Independent/Home Living, Community Participation, and Recreation and Leisure. Transition goals and objectives would then correspond to the statements of need in each section of the Summary.

If the Case Study of Michael were used, Figure 4.11 shows a Transition Performance Area Summary that might result.

Figure 4.11. Transition Performance Area Summary

Students who are in the ninth grade and above or who have reached the age of 16 years as of September 1, must have as part of their IEP'S, a plan which addresses their needs for transition from secondary school to postsecondary education and training, employment and community living. Briefly summarize relevant data for each of the following educational performance areas or indicate the reasons why each area was not addressed.	
Basic Skill Competencies:	All areas of Basic Skill Competencies will require further work in grade ten. Study Skills is an identified area of need and should be included as part of all academic subjects for tenth grade. Michael would like assistance in obtaining a driver's license and has expressed an interest in Driver's Education. Michael requires social skills training in the areas of personal responsibility, intrapersonal skills, and interpersonal skills.
Jobs and Job Training/Vocational:	Michael plans to participate in JPTA in the summer after his ninth grade year. Now that he is sixteen, he would like to get a part-time job. He has expressed a desire to attend Vocational School and study carpentry in grades eleven and twelve. At this point, he plans to seek gainful employment after graduation. A vocational assessment is recommended next year in grade ten to determine if Michael's vocational goals are appropriate and realistic and if other options are possible for Michael.
Postsecondary Training and Learning:	Michael's understanding of the need for further training is limited. He is unaware of possible options available to him for further training with assistance from Vocational Rehabilitation.
Independent/Home Living:	Since little or no family support will exist for Michael after graduation, he may have to live with his mother or move in with his brother. Many objectives are identified on Transition Profile as possible concerns in the area of independent living skills. While Wellness/Personal Hygiene have been identified as categories of need, further assessment is needed in Independent Living Skills. Explore possibility of Michael as a candidate for a business community mentor.
Community Participation:	Michael plans to continue church activities. He would like to become involved in a charitable organization for the disabled.
Recreation and Leisure:	Michael plans to continue to participate in recreation activities at the YMCA, including 3 on 3 basketball league. He would like to explore other recreational activities.
Adult Services:	Michael needs a medical consultation to re-evaluate the need for medication and possible counseling regarding his Attention Deficit Hyperactivity Disorder. Mother has medical coverage from employer. Current system for administering mid-day medication needs to be examined.

Most IEP forms are designed so that a basic number of areas must be addressed (or the reasons why must be indicated) but at times it may be necessary to add categories that are appropriate for an individual student. In the case of Michael, the categories of Medical Resources and Therapies and Social Competencies were added in order to state Michael's needs clearly. Each area of need indicated on the Summary must be addressed by transition goals and objectives.

Prioritizing and Clustering Skills from the Transition Profile

Because the list of needs identified from the Profile can be extensive, it may be necessary to cluster the needs as they relate to an activity. For example, certain skills will be specific to job training and placement and should be included as short term objectives for a long-term goal that relates to Training and Employment. Still other skills will naturally group together as short-term objectives under a long term goal for Daily Living Skills. The skills represent identified needs which can be clustered according to similarities and then integrated into transition activities.

Within the clusters of skills, it may be appropriate to prioritize the identified skills as well. Because it is not possible to include every skill on the transition IEP in the form of a goal or objective, the skills can be prioritized based on degree of need and immediacy of application. The skills will also be clustered and prioritized based on the planned transition activities, instruction, and experiences.

In the Transition Performance Area Summary for Michael, many needs and behaviors of concern can be identified. Using the three statements from the LD teacher, some of the needs and behaviors have been translated into skills on the Transition Profile. An analysis of Michael's transition profile skill statements and the needs and behaviors of concern stated on the Transition Performance Area Summary creates four possible clusters of transition goals for Michael. The first cluster is Personal Responsibility and Social Skills. For Michael the goals of personal responsibility and appropriate social skills are important for his schoolwork, his career choices, and for treating his Attention Deficit Hyperactivity Disorder. The second cluster is Decision Making which would involve the ability to assess and anticipate the results of actions. This skill also relates to his schoolwork and Attention Deficit Hyperactivity Disorder but, more importantly, is a necessary part of personal responsibility. To be responsible, an individual must have the ability to consider and evaluate the consequences of decisions and then make a decision based on this knowledge. This step will be important for the transition team as they attempt to "empower" Michael by making him an active participant in the planning process. Active participation will provide numerous opportunities for the development of social skills. The third cluster is Aptitudes and Career Choices. Completing the vocational assessment process and involving Michael in making choices is important as a model of how the decision-making process works. The fourth cluster is Postsecondary Training Options. This activity is designed to familiarize Michael with the network of services and programs available to him. The intention is to involve Michael with the support network while he is still in high school to increase the chances he will use these services after high school. Additionally, another component of this activity is to help Michael create a portfolio that concretely represents his accomplishments and reinforces the idea of goal setting.

The sample goals and objectives for Michael found in Figure 4.12 do not include evaluation criteria, timelines, or designated persons responsible. In the interest of conserving space, only the annual goal and short-term objectives are included with references to the clusters of Personal Responsibility, Decision Making, Aptitudes and Career Choices, and Postsecondary Training Options.

Figure 4.12. Sample Goals and Objectives for Michael

1. Personal Responsibility Cluster	**GOAL: Michael will demonstrate personal responsibility for his school work.** 1. Michael will use a system to keep class notes, assignments, completed homework and important dates organized. 2. Michael will take notes during class discussions. 3. Michael will copy what teacher writes on board. 4. Michael will recognize teacher cues for important information.
	GOAL: Michael will demonstrate an understanding of the social skills needed for interpersonal relationships. 1. Michael will verbally describe the steps needed to apply a target social skill. 2. Michael will practice the target social skills in role-playing situations. 3. Michael will display appropriate social skills in meetings with his business community mentor. 4. Michael will demonstrate needed behaviors for job interview.
2. Decision Making Cluster	**GOAL: Michael will assess/anticipate results of personal actions.** 1. Evaluates personal behavior in relation to standards of school and individual teachers. 2. Establish daily schedule for physical fitness and personal hygiene.
	GOAL: Michael will increase his understanding and acceptance of his Attention Deficit Hyperactivity Disorder. 1. Self-Monitor/Evaluate behavior when on and off medication. 2. Develop proposal(s) for alternative methods of receiving mid-day medication. 3. Michael will do an independent project to learn more about Attention Deficit Hyperactivity Disorder. 4. Michael will complete rating scales to help him evaluate his symptoms of ADHD. 5. Michael will make an appointment for a re-evaluation of his need for medication to treat his ADHD.
3. Aptitude and Career Choices Cluster	**GOAL: Michael will demonstrate an understanding of his personal aptitudes and the corresponding career choices by identifying three appropriate career choices.** 1. Michael will take part in a complete vocational assessment at the Vocational Center to develop an understanding of his personal preferences, interests, and aptitudes. 2. Michael will participate appropriately in a conference to interpret the results of the Vocational Assessment and relate these results to determine realistic career goals. 3. Michael will job-shadow and interview workers in the careers of his top three choices. 4. Michael will complete applications and interview for part-time jobs.
4. Postsecondary Training Options Cluster	**GOAL: Michael will develop an awareness of postsecondary training options.** 1. Michael will arrange an appointment with a Vocational Rehabilitation Counselor to explore eligibility for services. 2. Michael will identify the types of postsecondary training programs available for his top three career choices. 3. Michael will participate in an assessment of his skill levels in the category of Independent Living Skills. 4. Michael will create a portfolio to record mastery of skills in the category of Independent Living and other transition goals.

The objectives for Clusters 1-4 are offered as examples of how transition goals and objectives can be grouped and integrated into activities that promote movement toward the desired postschool outcomes for Michael.

Portfolio Development

The Transition Profile lists the skills that have been mastered, details the skills that are being targeted at the present time and identifies future goals that are necessary for postschool outcomes to be achieved. Because the Profile reflects the past, present and future, it can be described as developmental in nature. The developmental nature of the Profile makes it easily adaptable to portfolio assessment. Documentation of achievements and completion of transition activities become the basis for an individualized student portfolio. The portfolio can reflect the achievements and preparation completed by the student. The creation of such a portfolio creates opportunities to personalize the transition process. Each student can take responsibility for helping to provide documentation of goals met and activities completed as he/she completes the goals and objectives in the transition plan. The portfolio can be presented by a student to a prospective employer as a record of the student's background and experience. The portfolio creates new opportunities for the student to increase personal responsibility and to develop communication skills. In effect, development of the portfolio is a transition activity.

Chapter Five: Theory Into Practice

"Successful transition planning is a shared responsibility. Students, families, schools, employers, adult service providers, state agencies, and postsecondary institutions are all essential players in developing and implementing transition services."

Theory Into Practice

The material provided in the Transition Profile and the Student Interest Survey is a starting point for a school district beginning to implement transition planning. Although the process will be specific to the school district, some of the factors influencing the nature of transition planning include:

- Location of the school district (rural vs. urban).
- Size of the student population (regular and special education).
- Level of staffing of teachers and support personnel.
- Types of prevocational and vocational coursework.
- Characteristics of existing Individual Education Plans.
- Nature of adult services available.
- Level of employment and economic well-being within the community.
- Other unique cultural/social factors in the community.

Considerations in Implementation

An urban school district may have more agencies available as resources than an isolated, rural school district. Likewise, a large school district can probably offer more vocational programs and thereby can cater to more vocational interests and abilities than a smaller district is able to do. The level of staffing is also determined by the size, location, and funding of the school district. Thus, while one school district may be able to access funds to hire a part-time or full-time transition coordinator, another may have to assign transition planning as an additional responsibility to a staff member already employed. A school district that has over time targeted Individual Education Plans toward prevocational and vocational training and work experience prior to graduation will have a head start on a district that has focused on textbook and classroom simulations of vocational experiences. The variety and types of adult service agencies, which must be factored into the development and implementation of any transition plan, vary according to funding levels of federal, state, county, and local governments. An urban school district with strong involvement from local businesses can provide more employment training opportunities than a rural district with a low level of employment and limited industry and business. All these factors can indicate the approach that needs to be taken when developing the transition program. For example, a high school student population with a high level of parent unemployment paired with low parent participation will need a different approach than a student population with parents who have high levels of employment and involvement.

Pleasants County, West Virginia

Demographic Characteristics

The school district chosen for implementation of transition planning using the materials presented in this book was a rural county school district in West Virginia. This county, located on the banks of the Ohio River, consists primarily of a populated industrial river valley whose economic mainstay is deeply rooted in the chemical and electric generating plants located there. With a land area of 135 square miles, it is the second smallest in population of the 55 counties in West Virginia. Yet, it lies within 500 miles of 49% of the United States' population.

In the time period from 1980 to 1990, according to data provided by the West Virginia Task Force on Children, Youth and Families, the population in Pleasants county had decreased by 8.4% leaving a total county population of 7,546 in the year 1990. Of that population, 25% was under the age of 18 and only 0.4% were minorities. Adults in the county who were high school graduates in 1990 totaled 68.7% which was a 19% increase from 1980. Adult college graduates in the county in 1990 comprised 8.5% of the population, only a 9% increase from 1980. The amount of money spent per child on education was $5,288 per student in 1990 as compared to $3,936 in 1980. Approximately 9.3% of the families in this county receive money from Aid to Dependent Children and Families (AFDC). While approximately 1 in 4 children in Pleasants county lived in poverty in 1990, the median family income was $ 26,110. The employment rate is below the national average with the major employment sources being manufacturing, government, and service jobs. From 1980 to 1990, the county experienced an increase in the unemployment rate from 8.5% to 13.1%, and the total number of jobs in both high- and low-paying industries had decreased. The most dramatic decrease (-49.5%) was in high-paying industries although the decrease in low-paying industries (-11.5%) was still significant.

As indicated by the county demographics, the transition from school to work in this area is not only difficult but places the students in direct competition with adults for employment within the community. The pursuit of postschool education and training for students within this county may be secondary to the primary goal of completing the requirements for obtaining a high school diploma and employment.

St. Marys High School

The high school that implemented the transition planning described in this book included grades 9 to 12 and had 51 students receiving services in the categories of Severely Mentally Impaired, Mildly Mentally Impaired, Behavior Disorders, Physically Handicapped, Visually Impaired and Learning Disabilities. The high school was staffed with a principal, assistant principal, two guidance counselors, two part-time psychologists, regular and special education program teachers, itinerant resource teachers in the areas of Visual Impairment and Speech, and a part-time Transition Coordinator. The school district was a participant in a cooperative agreement developed by the Family Resource Network that created a network of working relationships between the local school district and community agencies such as Vocational Rehabilitation and the Sheltered Workshop facility. The school district was also served by a Vocational Center which provided vocational assessment and training for both regular program and special education students. While each student had an Individual Education Plan (IEP) in place, no transition plans had been developed for the special education students enrolled in this high school prior to the initiation of this project.

Workshop on Transition: School to Work

Teachers participated in a workshop presented by the authors of this book on transition planning (see Figure 5.1). The workshop began with an overview of the legislation mandating transition planning and interpreting the law in terms of which actions should be implemented by the school district to be in compliance with these mandates. Then the methods and models of transition services including postschool outcomes categories such as job training, leisure and recreation, self-advocacy, medical services, and social competencies were examined as well as the merits of functional assessment as compared to traditional psychological evaluation.

Figure 5.1. Elements of the Workshop on Transition: School to Work

I. Life's Transitions
  A. Education
  B. Employment
  C. Independent Living

II. Overview of the Legislative Mandates

III. Methods and Models of Transition Planning

IV. Four-Step Transition Process
  A. Pre-IEP Meeting
  B. Functional Assessment
  C. Notification
  D. IEP Meeting

V. Tools for Transition Planning
  A. The Transition Profile
  B. Student Interest Survey

VI. Transdisciplinary Team

VII. Role of Transition Coordinator

VIII. Theory Into Practice: Case Studies

The process of transition planning itself was presented as a four-step process consisting of (a) a Pre-IEP Meeting, (b) Functional Assessment, (c) Notification, and (d) the IEP meeting. The Transition Profile and the Student Interest Survey were taught to participants as tools that can help teachers to implement transition planning. A detailed explanation of the design of the Student Interest Survey (SIS) as an assessment tool was provided. This explanation illustrated that the SIS can be used to document student interests and preferences and assess student awareness of the programs and services offered by the current school and community agencies. The SIS also provides a means of documenting current participation and interests in leisure-time activities.

The Transition Profile was described as a tool to identify student strengths and evaluate student competencies and skills in the major areas of postsecondary education, employment, vocational training, adult services, independent living, community participation, daily living skills, and functional vocational evaluation. Additionally, the use of the Profile to go beyond the basic requirement of the law and evaluate student strengths and needs in basic skills for the workplace, self-advocacy skills, and social competencies was explained.

A description of the role of a Transition Coordinator was presented to the teachers as part of the workshop. The concept of interagency collaboration developed through a Transdisciplinary Team was explained to create a context for understanding the new role of the school in transition planning. The workshop concluded with the presentation of several case studies of completed transition plans which served as a reference point for participants in the workshop to ask questions and clarify key concepts.

Stages of Transition

The part-time position of transition coordinator was created and filled in Fall, 1993. After developing relationships with administrators, faculty, staff, and related agencies, the transition coordinator began to develop a plan to implement the four stages of transition planning.

Step One: Pre-IEP Meeting

As part of the initial planning, the transition coordinator scheduled an organizational meeting with the director of special education, the building principal, the school psychologists, and the guidance counselors to review the transition process and to discuss ways to implement planning. The role of the transition coordinator was defined as including these objectives:

1. Act as a liaison between staff of the local high school, community agencies, parents, and students in completing transition planning.
2. Meet individually with students, teachers, parents, and community agency personnel to gather information about student strengths, interests, and needs.
3. Establish timelines for completion of transition planning using a prioritization system based on projected graduation dates and severity of the handicap.
4. Assist in completion of the Transition Profile and the Student Interest Survey on all students targeted for transition planning.
5. Coordinate, schedule, and conduct all IEP meetings where transition planning is discussed.
6. Assume responsibility for documentation of all steps included in the transition planning process.
7. Assume responsibility for implementation of transition plans and services developed and included in student transition plans.

The planning group then began to establish a transition process. As so often happens during the first round of transition planning, planners in this school district realized that while all students had an IEP, not all students had been involved in discussing and developing plans for postschool employment and education. With 51 students to plan for during a single school year and a limited amount of time available to complete the transition planning process, it was decided to prioritize the list of students according to exit dates (graduation dates) and severity of handicapping condition. Using a priority basis meant that seniors would be included first, then juniors, sophomores, and freshmen, until all students currently in special education programs had completed transition plans. Because seniors had a short time to implement their transition plans, it was important to make an early attempt to clarify postschool and training goals for this group of students. Seniors were more likely to know what they intended to do after graduation from high school, but their plans would be helped by transition team members who could do functional assessments, assist the students in obtaining needed information and help establish the necessary contacts with community agencies needed to make their plans practical and effective.

The other group of students who became a priority were those with more severe handicapping conditions and thus requiring greater coordination of community resources to develop an appropriate transition plan. It was also important to initiate transition planning at an earlier age for these students. A timeline covering the 9-month school year was developed to project dates for completing the transition plans for each of the 51 students.

Once the list was prioritized, additional information about each student was needed. The process of collecting this information required that the Transition Coordinator obtain the appropriate permissions/releases needed to review IEPs, psychological evaluations, and progress reports and to make the needed teacher, parent, and agency contacts.

A Transition Profile was started for each student. Information from current IEPs, psychological evaluations, and progress reports were reviewed with the school psychologists and transferred to the appropriate places on the Transition Profile. For example, current IEP objectives were entered on the Profile and psychological assessments of abilities and limitations noted. Current class schedules were used to identify the present course of study. Reviewing all of this information was helpful in identifying possible staff members who could become members of the planning teams for the targeted students. The determination of appropriate team members varied from student to student. That is to say, the needs of a visually impaired student differ widely from that of a physically disabled student, and the program must be designed in a manner that would accommodate each equally.

Effective transition planning typically included the school psychologist, a guidance counselor, teachers, a vocational rehabilitation representative, community agency representatives, the principal, the student, family members, and the transition coordinator. The purpose of the transdisciplinary team is to create a group of professionals who will determine the services needed, both school- and community-based, to achieve the desired postschool outcomes.

After reviewing each student with the school psychologist, the transition coordinator scheduled a staff informational meeting. While most of the teachers had participated in the training workshop on transition planning and had knowledge of the transition process, a transition coordinator to assist with the implementation was new to the high school staff. The role of the transition coordinator as facilitator of the transition process was explained and discussed by the school psychologist, principal, and director of special education. It also afforded an opportunity for personal contact between the transition coordinator and the other high school staff.

Following the informational meeting, the transition coordinator sent formal written notification to the staff that the transition planning process had been initiated for an identified group of students. Teachers, prospective members of the transition planning teams, students, and parents received notices that included the following information:

- Definition of "transition."
- Explanation of the role of transition coordinator and the means for contacting the coordinator.
- Transition team members for individual students (special education teachers, guidance counselors, psychologists, vocational teachers, and regular program teachers) and explanation of the value of input from a variety of sources.
- Explanation that a Transition Profile had been started for each student and that additional input would be needed from staff members to complete the Profile.
- Suggested time frame for the planning to occur.
- Tentative date for the transition planning meeting.

Written notification to team members also included the list of students that would be targeted. Notification to parents and students included only information that related to them personally. Early notification to students and parents gave the families time to think about and discuss career plans after graduation. It also communicated a message that the parents and student would be receiving assistance in developing and implementing the transition plans.

Completing the Transition Profile for each student was the most important and detailed part of transition planning. Because the Transition Profile identifies areas of skill mastery, current IEP goals, and areas that will need specific skill development as well as those areas that will need more planning, it requires a team effort for completion. The Profile, when properly completed, is a combination of the input from various teachers, parents, IEPs, evaluation reports, and student records. Well developed Profiles ensure an efficient transition meeting, clarification of student interests and abilities, and well written transition goals and objectives for the individual student. While some sections of the Profile had been completed with the school psychologist with information from current IEPs and psychological evaluations, the next step for the transition coordinator was to meet with the appropriate special education teachers who had knowledge of the student. With their assistance, the transition coordinator completed as many sections on the Profile as possible. Those parts that could not be completed formed the basis for Step Two in the transition process, Functional Assessment.

Step Two: Functional Assessment Process

Sources for assessment information include the student, the parents, guardians, or other relatives, the school psychologist, regular and special education teachers, vocational teachers, guidance counselors, and vocational rehabilitation counselors. A variety of assessment tools and strategies can be used to assess information on interests, options, preferences, strengths and limitations, personality, mental abilities, learning abilities, vocational interests, functional limitations, and learning styles. The purpose behind a "functional assessment" is to analyze and measure behaviors that relate to real life goals as they occur in natural environments. Any category on the Transition Profile that is not already assessed becomes the focus for a functional assessment. Any situation in which a teacher asks a student to perform a task in a natural or simulated environment, rather than in the form of a paper and pencil task, is a form of functional assessment.

Completing the Student Interest Survey

The transition coordinator used the Student Interest Survey (SIS; see Appendix D for sample form) as the first step in obtaining additional needed information for the Transition Profile. The SIS was completed in an interview setting between the student and a teacher, counselor, or the transition coordinator. For the transition coordinator new to the school and unfamiliar with the students requiring transition planning, completing the Student Interest Survey during an interview proved to be an excellent way to establish rapport, assess student interests, and gain insight into the student's ability to communicate verbally and to perform simple written tasks. Parents, relatives, and/or volunteers from business partnerships were also used to assist students in completing the Student Interest Survey.

Figure 5.2. Information From the Student Interest Survey and the Corresponding Section in the Transition Profile

Student Interest Survey	Transition Profile Section
1. Previous Work Experience	Job Training and Placement
2. Postschool Employment Goals	Job Training and Placement
3. Student's Perception of Type of Postschool Training or Education Needed	Job Training and Placement Postsecondary Education
4. Career Goals and Interests	Job Training and Placement Postsecondary Education
5. Interests in Vocational, Educational, and Community Experiences	Job Training and Placement
6. Interests in Educational and Vocational Programs and Services	Job Training and Placement Postsecondary Education
7. Awareness of Community Agencies and Services Provided	Medical Services, Resources, Citizenship
8. Self-Assessment of Independent Living Skills	Independent Living Skills
9. Interests in Leisure Activities within the Community	Community Leisure and Recreational Activities

Information obtained from the Student Interest Survey can be transferred to fill in some parts of the Transition Profile (see Figure 5.2). If the SIS interview results indicated that the student had few ideas about postsecondary goals or other vocational plans, the transition coordinator realized the need for further vocational assessment and indicated this on the Transition Profile.

Completing the Transition Profile

Team members were the next resource for the transition coordinator. Accordingly, a meeting was scheduled with the special educators and other team members with knowledge of the student. A discussion was held to determine the best method for obtaining additional input for the student's Transition Profile (see Appendix E). The planning team assigned different sections of the Profile to individual team members, and each completed his or her respective sections. A deadline was established for completion of each section so that the Profile could be passed on to other members of the transition team in a timely manner.

In some instances, the transition coordinator needed to schedule a parent meeting to complete certain sections of the Transition Profile, for example, the ones on finances and independent living. If a meeting was not possible, a phone contact was made to explain why the information was needed and then copies of these sections were sent to the parent for completion and return to the school. The completed copies were attached to the Profile once the information had been transferred.

The vocational teacher at the vocational training center performed functional assessments in order to complete many parts of the Transition Profile and provided valuable information about the student's attendance, work habits, ability to learn new tasks, and interpersonal relationships in a workplace setting.

Some teachers were initially overwhelmed with the Transition Profile and the idea of the transition process. However, once the teachers had seen a completed transition plan and become familiar with the process, resistance to the transition process was almost nonexistent. Successful strategies to keep teachers involved included keeping explanations brief and simple and presenting the tasks in a supportive manner while utilizing teacher time in a productive manner. Use of teacher planning time was kept to a minimum in order to decrease teacher resistance.

When all Student Interest Surveys and Transition Profiles were completed, the Transition Coordinator prepared a brief overview of the student's present levels of performance in the following transition areas:

1. Basic Skill Competencies
2. Jobs and Job Vocational Training
3. Postsecondary Training and Learning
4. Independent/Home Living
5. Community Participation
6. Recreation and Leisure
7. Adult Services

Step Three: Notification

This step of the preparation phase involved setting the meeting dates and times for the IEP meeting and then notifying participants. Before the final time was determined, the transition coordinator spoke with team members, including community representatives, to determine the best times for meeting. Then the most appropriate time was chosen. A place was selected, its availability checked, and then the space was reserved for the IEP meeting.

Contact was then made with parents to establish a definite date and time for the meeting. Telephone contacts with parents worked best for scheduling: They were more effective than written notices in promoting positive parent involvement because they elicited interest, provided a chance to answer any questions, and created a sense of familiarity with the transition coordinator and other team members. The names of agency representatives who would attend the transition meeting were identified at that time. A letter always followed a phone contact.

A special effort was made to invite and notify the student by sending a separate letter indicating a strong expectation for student involvement in the transition planning. Parents and students were more likely to be involved when they helped decide the meeting time and date. If telephone contact was not possible, a letter was sent to the parent suggesting possible times. The parent's response was returned to the school.

Once a definite meeting time and date were chosen, written notifications were mailed to all participants which stated all of the specifics about the meeting: date, time, location, purpose, and a list of participants. The written notifications sent to the students and the parents were signed and returned to the school. A copy of this written notification as well as the signed, returned form was placed in the student file. (See Appendix G for sample notifications.)

In scheduling the IEP transition meetings, approximately 60 minutes was allotted for each meeting, depending on the anticipated complexity of the student's needs. Because of the meetings' intensity, it worked well to pick a 3- to 4-hour block of time for the various IEP transition meetings rather than a whole day or one meeting at a time. When possible, meetings including the same teacher were scheduled consecutively to eliminate unnecessary disruptions to the teacher's classes. It worked well to arrange students with learning disabilities in one cluster of times and those who attended the vocational school in another time cluster. The same plan was followed for students with other handicapping conditions. Arrangements to cover classes for teachers involved as team members were made with the principal.

Once the proper notification procedures had been followed, the final step in the preparation phase included the development of a meeting agenda, the organization of the necessary forms and materials, and the assignment of responsibilities during the meeting.

The forms used in the meeting include the Transition Area Performance Summary, the individual student's completed Transition Profile, the individual student's current IEP, a Transition Plan Statement of Goals and Objectives, and a Transition Plan Summary Sheet. (See examples of forms in Appendix H.)

When legal and appropriate, as much student information as possible was filled in prior to the meeting. All forms were organized so that they were easily accessible during the meeting. The assignment of meeting responsibilities was accomplished through collaboration among the team members to determine who would write the goals and objectives during the meeting. In some meetings, the transition coordinator wrote the goals and objectives while someone else conducted the meeting. In other meetings, the transition coordinator conducted the meeting while another team member wrote goals and objectives. Prior agreement about responsibilities was essential to a smooth, well-run meeting.

Step Four: The IEP Meeting

The Transition Coordinator assumed the responsibility of making sure that everything needed was ready for the meeting: pens, forms, folders, chairs for all participants. The goal of maintaining consecutive meetings on a time schedule was helped by following the agenda described in Figure 5.3.

Helpful meeting strategies include maintaining a *student-centered* meeting, ensuring that all participants have an opportunity to contribute and ask questions, redirecting or focusing attention on the meeting's purpose, and trying to keep meeting length within the allotted time so that all meetings take place as scheduled.

Meeting documentation and record keeping required that the originals of all IEP transition plans be placed in the student's folder. However, copies of the plan were made for the student, parents, and agency representatives.

Because the transition coordinator was responsibile for follow-up and implementation of the transition plans and services developed, it was helpful to create a separate notebook for the transition coordinator. The notebook included all the students involved in the transition process, arranged by exit or graduation date and placed in alphabetical order, along with copies of their transition plans and plan implementation dates. The notebook provided a consistent location for all transition plans so they could be viewed by the special education director, school psychologist, or other school personnel who wished to obtain information on the progress of implementation without going through individual student folders.

Figure 5.3. Agenda for IEP Meeting

1.	Welcome participants and briefly explain purpose of meeting.
2.	Request that participants introduce themselves and tell their role in the transition process.
3.	Summarize information from the Transition Profile and the Student Interest Survey using the Transition Performance Area Summary
4.	Invite input from student, parent, and other participants, making clarifications as needed to ensure understanding by student, parents and other participants.
5.	State and write goal, objectives, timelines, persons responsible and evaluation procedures using the Transition Plan Goals & Objectives Statement.
6.	Read goals and objectives aloud and try to make sure all participants clearly understand the written plan.
7.	Review responsibilities of participants as indicated in the transition plan.
8.	Obtain signatures of all participants and distribute copies to appropriate persons.
9.	Thank all participants for their time and interest.

The transition coordinator evaluated the plan as both workable and manageable in accomplishing the goals of transition planning for the targeted students within one single academic year. During the time that the plan was implemented, the school district was monitored and evaluated by West Virginia Department of Education. The plan was given full approval and was described with the statement, "This is more than a transition plan. This is best practice."

Appendix A:

I.D.E.A. Transition Service Self-Survey

I.D.E.A. Transition Service Self-Survey

The following questions will help measure your program's compliance with the specific requirements of I.D.E.A. in regard to transition. These questions are organized around the four critical components of transition as defined in Section 300.18 of the final regulations.

I. Transition services must be based on student needs, and take into account their interests and preferences.

☐ Is the student invited to attend the IEP meeting in which transition is to be discussed?

☐ Is an invitation extended to parents to the IEP meeting in which transition is to be discussed, and are efforts made to arrange a mutually agreeable time and place for the IEP/transition meeting?

☐ Does the invitation to the parents and the student outline the purpose, time, location, and attendees of the IEP transition meeting?

☐ If the student does not attend, are other steps taken to ensure that the student's preferences and interests are considered?

☐ If the parents do not attend, are other steps taken to ensure parent participation, including individual or conference calls?

☐ Is action taken to ensure that students and parents understand the proceedings of a meeting, including an interpreter for students or parents with deafness or languages other than English?

☐ Is a copy of the IEP given to the parents and/or student upon request?

II. Transition services must be designed within an outcome-oriented process.

☐ Are there documented efforts to develop postsecondary goals with students that are based on their interests and preferences (e.g., Individual Career Plans, vocational assessment reports)?

☐ Are documented postsecondary goals developed with the student in the areas of work, education, independent living, and community participation, as appropriate?

III. Transition services must promote movement from school to postschool activities

☐ Does every student have a statement of needed transition services/plan embedded in the IEP by age 16 or earlier, if appropriate?

☐ Does this statement/plan include transition services in each of the following areas: 1. instruction, 2. community experiences, and 3. development of employment and other postschool adult living objectives?

☐ If the statement/plan of needed transition services does not include each of the above areas, does it specify why an area is not needed?

☐ Does the statement/plan of transition services include linkages with adult services, daily living skills, and functional vocational evaluation, if appropriate?

IV. Transition services must include a coordinated set of activities.

☐ Are planned transition services related to student desired postsecondary goals?

☐ Do transition services have IEP objectives with timelines and assigned responsibility?

☐ Is the child's teacher and district representative qualified to provide or supervise special education services, a meeting participant?

☐ Are other school and agency representatives likely to be providing or paying for transition services invited to the meeting?

☐ If other school or agency representatives cannot attend are other steps taken to obtain participation?

☐ Is transition planning reviewed at least annually, and ASAP after it is determined that an agency can not provide services as planned in the IEP?

"A Quick Overview of Transition," The Transition Outreach Project, Simmons, T., Baer, B., and Izzo, M., 310 White Hall, Kent State University, Kent, OH. Reprinted on permission.

Appendix B:

CITE Learning Styles Inventory

CITE Learning Styles Inventory

Name ______________________________
DOB ________________________ Age ____
School ______________________ Gr ____
Date ______________________________

Learning Style	Most Like Me			Least Like Me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It is harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I do not mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel that I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1

Learning Style	**Most Like Me**			**Least Like Me**
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were spoken, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done if I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things that I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.		3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really do not understand it until I see it written down.	4	3	2	1

Learning Style	Most Like Me			Least Like Me
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I cannot think as well when I work with someone else as when I work alone.	4	3	2	1

Appendix C:

CITE Inventory Score Sheet

CITE
Inventory
Score Sheet

Name ____________________

DOB ________________ Age ____

School ________________ Gr ____

Date ____________________

Visual Language
5 ________
13 ________
21 ________
29 ________
37 ________
Total ________ x 2 = ________ (Score)

Visual Numerical
9 ________
17 ________
25 ________
33 ________
41 ________
Total ________ x 2 = ________ (Score)

Auditory Language
3 ________
11 ________
19 ________
36 ________
44 ________
Total ________ x 2 = ________ (Score)

Auditory Numerical
7 ________
15 ________
23 ________
31 ________
39 ________
Total ________ x 2 = ________ (Score)

Tactile-Kinesthetic
1 ________
18 ________
26 ________
34 ________
42 ________
Total ________ x 2 = ________ (Score)

Individual
4 ________
12 ________
20 ________
28 ________
45 ________
Total ________ x 2 = ________ (Score)

Social-Group
8 ________
16 ________
24 ________
32 ________
40 ________
Total ________ x 2 = ________ (Score)

Expressiveness-Oral
6 ________
14 ________
22 ________
30 ________
38 ________
Total ________ x 2 = ________ (Score)

Expressiveness-Written
2 ________
10 ________
27 ________
35 ________
43 ________
Total ________ x 2 = ________ (Score)

SCORE
34-40 = Major Learning Style
20-32 = Minor Learning Style
10-18 = Negligible Use

1.	MAJOR:	The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.
2.	MINOR:	The student uses this mode but usually as a second choice or in conjunction with other learning styles.
3.	NEGLIGIBLE:	The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

Appendix D:

Student Interest Survey

Bulk quantities of the Student Interest Survey and Transition Profile are available for school use (Item #6536) from the National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814.

STUDENT INTEREST SURVEY

Name: ____________________ **Date of Birth:** ____________ **Age** _____ **Grade** _____

Age at Time of High School Graduation ____________

1 Have you earned money for doing work in the last six months?

☐ Yes ☐ No

If yes, describe job and estimate how much you earned:

____

____

____

2 What kind of work would you like to do when you graduate from high school?

____

____

What kind of training or education will you need to prepare for this job?

____

____

3 Name two careers that you would like to know more about:

1) ______________________________

2) ______________________________

4. Read the list of activities listed below and check each one in which you would like to participate:

- ☐ **Job Shadow:** Visit a business that interests you and follow a worker to learn more about the job.
- ☐ **Interview:** Conduct an interview with a worker who has a job you think you would like to do when you graduate.
- ☐ **In-School Work Experience:** Learn to do different jobs in the school setting.
- ☐ **Tour Vocational School:** Spend a day at the vocational school to learn about the programs.
- ☐ **Paid Work Experience:** Get paid to do a job and attend school at the same time.
- ☐ **Community College:** Learn more about the programs at the community college.
- ☐ **University/College:** Learn what it takes to get into college and see if college will help prepare you for a career.
- ☐ **Career Exploration:** Learn more about careers so you can choose one you like.
- ☐ **Career Planning:** Match career choices to needed training and preparation.
- ☐ **Vocational Assessment:** Take a test to match personal interests and strengths to different types of jobs.
- ☐ **Transition Planning:** Be involved in a plan to target outcomes to achieve after high school and help develop strategies to achieve those outcomes.
- ☐ **Portfolio Development:** Create a record of skills and training to show to a prospective employer, training agency, or college.

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STUDENT INTEREST SURVEY (Cont'd)

5. Read the list of programs and services listed below and check each one that you think should be included in your high school program.

- ☐ Vocational Education
- ☐ College Preparation Courses
- ☐ Personal Finance Coursework (Budgeting, money management)
- ☐ Daily Living Skills
- ☐ Driver Education
- ☐ College Entrance Exams (Preparation, practice)
- ☐ Learning Styles Assessment
- ☐ Business Courses (Typing, Accounting)
- ☐ Career Counseling
- ☐ Job Skills Training
- ☐ Computer Courses
- ☐ Art and Design
- ☐ Social Skills Training (Social skills needed for employment.

6. Below is a list of community agencies. Please read the list and check the ones that you would like to know more about:

- ☐ Bureau of Motor Vehicles
- ☐ Social Security and SSI
- ☐ Housing Agencies
- ☐ Youth Services
- ☐ Job Training Partnership (JTPA)
- ☐ Vocational Rehabilitation
- ☐ Mental Health/Counseling Agencies
- ☐ Public Health Agency
- ☐ Family and Children's Services
- ☐ Bureau of Employment Services (Job Service)

7. Read the list of Daily Living Skills listed below. Check each one that you think you need to know *more* about:

- ☐ **Household Management:** Finding a place to live and managing household responsibilities.
- ☐ **Money Management:** Developing personal budget, opening bank account, paying bills, establishing good credit.
- ☐ **Getting Along with Others:** Developing and maintaining relationships at school, at work, at home.
- ☐ **Health and Exercise:** Making healthy lifestyle choices.
- ☐ **Homemaking Skills:** Laundry, housecleaning, meal planning.
- ☐ **Emergencies, First Aid:** Handling emergencies.
- ☐ **Family and Marriage Planning:** Applying decision-making skills to major life decisions—parenting, birth control.
- ☐ **How to Get Medical Services:** Assess personal medical needs and know how to obtain needed services.
- ☐ **Responsible Citizenship:** Voting, taxes, driver's license, car insurance, legal assistance.

8. As an adult, you will have leisure time to participate in activities in the community. Please check the types of activities you would like to do as an adult:

- ☐ Memberships in clubs
- ☐ Adult Recreational Leagues (Sports)
- ☐ Continuing Education
- ☐ Church groups
- ☐ Volunteer
- ☐ Family Activities
- ☐ Other Activities (Describe ______________________________

____

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Appendix E:

The Transition Profile

Bulk quantities of the Student Interest Survey and Transition Profile are available for school use (Item #6536) from the National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814.

The Transition Profile: A Guide To Transition Planning

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Introduction

The Transition Profile is an effective tool for developing plans for transition services for students with disabilities. The Profile provides a basis for recognizing student strengths and preferences and for determining present and future needs of students eligible for transition services. It can be used by teachers, parents, students, community resource personnel, and employers to create a realistic appraisal of student strengths, competencies and vocational needs. Based on this individualized appraisal, transition services can be created that will enable students to achieve desired postschool outcomes.

The Transition Profile was developed to provide a structured, systematic way to consider the choices available when projecting the postschool outcomes for individual students. The basic components are divided into two areas: Basic Skill Competencies for Employment and Postschool Outcomes. The Basic Skill Competencies for Employment are based on the legal requirement that instruction be an integral part of transition planning and service. The additional categories of Learning Styles, Computer Literacy, and Study Skills extend the categories beyond the realm of basic academics. The remaining required areas of community experiences, employment objectives, adult living objectives, acquisition of daily skills, and functional vocational evaluation are included in Postschool Outcomes.

The Transition Profile is recommended for use as a pre-IEP planning document. In the initial stage of the planning process, the Profile provides a summary of categories that should be considered for each student. As each category is considered, there is a continuum of possible choices for each student. For example, within the area of developing employment, the choices can range from career exploration to gainful employment. Each category contains skills that have been mastered, skills targeted at the present time, items to be included at a future date, items that require further evaluation before a decision can be made, and items and categories not appropriate for a given student. The Profile can assist the planning team by targeting areas where more information is needed or where further assessment is necessary. It can help identify which community agencies need to be involved at the IEP Meeting and can be used to prepare for the IEP meeting where transition needs and projected postschool outcomes will be discussed. The Profile can be a planning document that provides the information base for both short-term and long-term transition goals. For the transition planning team, the Transition Profile can become the bridge needed between the regular IEP and the transition IEP.

The development nature of the Transition Profile can be easily adapted to portfolio assessment. Documentation of achievements and completion of transition activities can form the basis of an individualized student portfolio which helps to personalize the transition process. Each student can take responsibility for helping to provide documentation of transition goals met and activities completed. The portfolio can be presented by a student to a prospective employer as a record of the student's background and experiences. The portfolio creates new opportunities for the student to increase personal responsibility and to develop communication skills. In effect, development of the portfolio can become a transition activity.

Evaluation Criteria for the Transition Profile

Within the area of Basic Skill Competencies for Employment, each category states a long-term goal. The goal is then analyzed into tasks that are the subskills necessary to achieve the goal. Each subskill can be evaluated according to four criteria:

Evaluation Criteria for Basic Skill Competencies for Employment:

1. MASTERY:	Student can demonstrate mastery of this skill. Enter current date to show skill was discussed and evaluated.
2. N/A:	The skill is not appropriate for this student. Enter date that this skill was reviewed.
3. IEP:	If the skill is on the present IEP, write R-IEP and note page number, e.g., R-IEP, p. 3, or objective number, e.g., R-IEP, #7. If the skill is appropriate for the student and will be included in the Transition IEP, it will be addressed at the IEP meeting.
4. FUTURE:	If the skill is appropriate for the student but will be addressed at a later date in the planning process, estimate date that the skill will be included and the agency responsible.

While the Transition Profile provides a wide range of objectives and skills, adjustments and additions will be required for some students whose needs are not adequately described in the profile. Each category includes an extra line for additional objectives. However, it may be necessary to add other categories and objectives to meet specific needs of some students or to include goals of a specific technical nature.

In the area of Postschool Outcomes, the categories represent environments, services, and skill competencies. Different criteria are used in this section of the profile to reflect the differing natures of the categories.

Evaluation Criteria for Postschool Outcomes:

1. PARTICIPATION:	Student has already been enrolled in program. Enter dates of participation, e.g., 93-94.
2. N/A:	Not appropriate for this student. Enter date profile was reviewed, e.g., 5-93.
3. CONCERN:	This area is a possible concern for this student. Enter date profile was reviewed, e.g., 5-93.
4. AWARENESS:	Student demonstrates awareness of need in this area. Enter date profile was reviewed, e.g., 5-93.
5. ELIGIBLE:	Student is already eligible for this service. Enter date profile was reviewed, e.g., 5-93.
6. APPROPRIATE:	This choice is appropriate for this student. Enter date profile was reviewed, e.g., 5-93.
7. MASTERY:	Student can demonstrate mastery of this skill. Enter date skill was evaluated, e.g., 5-93.
8. IEP:	If the skill is on the present IEP, write R-IEP and note page number, e.g., R-IEP, p. 3 or objective number, e.g., R-IEP, #7. If the skill is appropriate for the student and will be included in the Transition IEP, it will be addressed at the IEP meetings.
9. FUTURE:	If the skill is appropriate for the student but will be addressed at a later date, estimate date that the skill will be included and the agency responsible.

TRANSITION PROFILE **Background Information**

BACKGROUND INFORMATION

Student Name: ______ D.O.B. ______ Age ______ Social Security: ______

School: ______ School Year/Grade: ______

Disabling Condition(s): ______

Program Placement (REPT)*: ______ (REPT) ______ Sp. Ed. Class ______ Other ______

Anticipated Date of Public School Exit: Month: ______ Year: ______ Date Profile Initiated: ______

Name/Title of Transition Coordinator: ______

The Transition Profile was discussed/reviewed on these dates:	Name/Title of Participants:

---

*REPT = Regular Education Part Time

TRANSITION PROFILE **Area I: Basic Skill Competencies for Employment**

CATEGORY A: READING
GOAL: The student will locate, understand, and interpret information in written form.

	Mastery	N/A	IEP	Future
1. Locates information in books, magazines, newspapers				
2. Answers factual questions from material in books, magazines, newspapers				
3. Sequences events in a story, book, or movie				
4. Makes inferences, chooses main idea, predicts outcomes, identifies cause and effect, draws conclusions				
5. Distinguishes fact and opinion				
6. Identifies author bias				
7. Recognizes propaganda				
8. Follows assembly instructions				
9. Locates information in a manual				
10. Follows directions in a manual				
11. Answers questions from interpreting a graph				
12. Locates information on a schedule				
13. Other (Describe)				

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CATEGORY B: WRITING
GOAL: The student communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, reports, and graphs.

	Mastery	N/A	IEP	Future
1 Applies appropriate rules of grammar to writing				
2 Produces written work with correct spelling				
3 Arranges sentences in logical order to form coherent paragraph				
4 Composes a paragraph on a given topic that has correct punctuation, spelling, and grammar and expresses clear thought				
5 Communicates thoughts, ideas, information, and messages clearly				
6 Can write summaries of stories, articles, and movies				
7 Prepares instructions in writing				
8 Summarizes oral instruction in written form				
9 Composes social letters				
10 Composes business letters in correct form				
11 Writes a report on a given topic				
12 Writes a speech to inform, persuade				
13 Creates graphs to present information				
14 Produces written documents using a computer/word processor				
15 Transfers information into written form to complete reports, summaries				
16 Takes notes on oral presentations				
17 Evaluates own performance in written form according to preestablished criteria				
18 Correctly completes job application form				
19 Creates resume for job application				
20 Records progress in personal portfolio				
21 Other (Describe)				

CATEGORY C: ARITHMETIC/MATHEMATICS
GOAL: The student performs basic computations and solves practical problems using a variety of techniques.

		Mastery	N/A	IEP	Future
1	Performs addition, subtraction, multiplication and division on whole numbers, fractions, and decimals				
2	Performs addition, subtraction, multiplication and division on whole numbers, fractions, and decimals using a calculator				
3	Solves multistep story problems using addition, subtraction, multiplication, and division				
4	Uses formulas to derive area, perimeter, volume, and circumference				
5	Demonstrates mastery of money concepts and making change				
6	Understands application of time in story problems				
7	Determines hours worked at regular time and overtime				
8	Determines cost of materials needed for a project				
9	Determines total amount due for sale of goods				
10	Figures sales tax due on a given figure				
11	Converts unit measures to metric system				
12	Applies math skills to measuring tasks				
13	Can apply math skills to budgeting				
14	Applies math skills to wages, withholding				
15	Completes time sheet correctly for hours worked				
16	Completes records of financial transactions				
17	Schedules oneself on daily, weekly, monthly basis				
18	Figures percentage of increase, decrease				
19	Figures sale price when discount and original price are given				
20	Computes interest amounts on installment sales				
21	Reconciles checking and/or savings account				
22	Creates graph to display financial information				
23	Other (Describe)				

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CATEGORY D: LISTENING
GOAL: The student will attend to, interpret and respond appropriately to verbal messages and nonverbal cues.

		Mastery	N/A	IEP	Future
1	Listens with a purpose in both small- and large-group situations				
2	Understands and follows multistep directions				
3	Repeats and/or summarizes directions and asks for clarification when needed				
4	Forms sensory images (visualizes) from oral directions				
5	Translates oral directions into a series of steps (1st, 2nd, 3rd, etc.)				
6	Interprets and evaluates information obtained from resource — people, books, tapes, radio and video presentations				
7	Listens and takes notes on important points				
8	Recognizes nonverbal cues such as body language, eye contact, facial expressions				
9	Can infer from others' behavior and nonverbal cues				
10	Listens carefully to questions to determine form of answer or type of response needed				
11	Other (Describe)				

CATEGORY E: SPEAKING
GOAL: The student organizes ideas and communicates effectively with peers, supervisors, and others in the workplace.

		Mastery	N/A	IEP	Future
1	Communicates orally using good standard English				
2	Communicates well with adults and peers				
3	Participates as a member of a team				
4	Formulates and asks questions when needed				
5	Evaluates and answers questions				
6	Explains schedules				
7	Explains procedures				
8	Describes problem to teacher/supervisor				
9	Organizes and communicates ideas in conversation and in groups				
10	Organizes ideas and communicates oral messages appropriate for listeners				
11	Gives instructions to a group of peers				
12	Develops and states a point of view to individuals and groups				
13	Presents view with purpose of convincing or persuading				
14	Introduces self and others				
15	Demonstrates courteous telephone behaviors appropriate for home or work				
16	Answers questions appropriately in interview situation				
17	Handles complaints in a polite, courteous manner with appropriate voice tone and body language				
18	Coordinates verbal language with nonverbal cues such as body language				
19	Choose verbal language appropriate in style, tone, and level of complexity for target audience				
20	Verbally states personal rights and responsibilities				
21	Other (Describe)				

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CATEGORY F: LEARNING STYLES

GOAL: The student will be able to apply knowledge of Learning Styles to career choices and environments.

		Mastery	N/A	IEP	Future
1	Explains his/her major learning styles				
2	Identifies learning environments that complement his/her style				
3	Analyzes new skills to be learned and then uses his/her major learning style to master the material				
4	Identifies characteristics of his/her learning from a list or right-brained, left-brained, and whole-brain descriptors				
5	Identifies random, sequential, concrete and abstract characteristics				
6	Evaluates job descriptions and work environments to see which one match his/her learning styles				
7	Other (Describe)				

CATEGORY G: COMPUTER LITERACY

GOAL: The student will demonstrate a working knowledge of word processing programs and computer software and hardware.

		Mastery	N/A	IEP	Future
1	Demonstrates basic keyboarding skills				
2	Identifies meaning of words considered to be the specialized language of computer jargon				
3	Understands the phases of the computer information cycle (input, process, output, and storage)				
4	Explains difference between hardware and software				
5	Demonstrates the steps to follow in the proper care and handling of software disks				
6	Correctly uses technical terms related to computer systems				
7	Matches software to situations using terms: spreadsheet, graphics program, word processor, accounting program, desktop publisher, computer games				
8	Runs software programs effectively				
9	Operates a word processing program to produce text and written documents				
10	Identifies different types of printers				
11	Other (Describe)				

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CATEGORY H: STUDY SKILLS
GOAL: The student will use appropriate study skills to prepare for tests.

	Mastery	N/A	IEP	Future
1. Uses a system to maintain organization of class notes, assignments, completed homework, and important dates				
2. Takes notes during class discussion				
3. Copies what teacher writes on board				
4. Recognizes teacher cues for important information and writes down information				
5. Uses stars, underlining, and the like, to emphasize important information				
6. Utilizes a study buddy or gets copies of class notes to complete personal notes				
7. Obtains notes for classes missed				
8. Writes down all assignments and due dates				
9. Saves homework and studies to review for tests				
10. Reads questions at end of assignment before reading material				
11. Identifies boldface words as important				
12. Writes definitions or facts for all boldface words				
13. Studies all charts, pictures, and captions				
14. Looks up any words he/she doesn't understand				
15. Can use index to obtain information				
16. Uses glossary to find meanings of words				
17. Identifies key words in questions				
18. Locates key words by skimming material				
19. Formulates answers using key words				
20. Uses a teacher made study guide to prepare for tests				
21. Creates own study guide to prepare for tests				
22. Creates flashcards to prepare for tests				
23. Develops word associations to aid memory				

	Mastery	N/A	IEP	Future
24 Uses pnemonic devices to aid memory				
25 Applies strategies to true-false questions				
26 Applies strategies to true-false correction questions				
27 Applies strategies to multiple-choice questions				
28 Uses key words to answer essay questions				
29 Applies time management skills to assignments				
30 Applies time management skills to test taking				
31 Other (Describe)				

TRANSITION PROFILE **Area II: Postschool Outcomes**

CATEGORY A: JOB TRAINING AND PLACEMENT
GOAL: The student will complete training programs and hold a job of his/her own.

Check Services/Programs that will be needed by this student	Participation	N/A	IEP	Future
1 Prevocational Education				
2 Vocational Evaluation				
3 Vocational (Career) Education				
4 Vocational Technical Center				
5 Rehabilitation Facilities				
6 Volunteer Work				
7 In-School Work-Study Experience				
8 Summer Employment				
9 Ongoing Supported Work: Workcrew/Enclaves/Workshops				
10 Community Work Experience (Daily Support)				
11 Community Work Experience (Limited Support)				
12 Employment Placement Assistance and Counseling (Bureau of Employment Programs)				
13 Community Employment Programs — Specify program:				
14 On the Job Training				
15 Competitive Employment With No Assistance				
16 Military Service				
17 Other (Describe)				

CATEGORY B: LIMITS TO EMPLOYABILITY
GOAL: The student will understand the need for special consideration in job placement in areas indicated.

	Concern	N/A	IEP	Future
1 Intellectual				
2 Physical				
3 Motor-Sensory				
4 Communication				
5 Environmental Stress				
6 Mobility/Transportation				
7 Other (Describe)				
8 No Anticipated Limits to Employability				

CATEGORY C: POSTSECONDARY EDUCATION
GOAL: The student will enroll in a postsecondary course of study.

	Appropriate	N/A	IEP	Future
1 Community College				
2 College/University				
3 Adult Continuing Education				
4 Technical Training				
5 2+2 Program				
6 Other (Describe)				

CATEGORY D: MEDICAL SERVICES AND THERAPIES
GOAL: The student will demonstrate an understanding of his/her needs for medical services and therapies.

	Awareness	N/A	IEP	Future
1 Behavioral				
2 Occupational				
3 Physical				
4 Speech/Language/Hearing				
5 Vision				
6 Drug/Alcohol Abuse				
7 Family Planning				
8 Sex Education				
9 Genetic and Family Counseling				
10 Crisis Intervention				
11 Other (Describe)				

CATEGORY E: MEDICAL RESOURCES
GOAL: The student will follow proper procedures to handle medical need and expenses.

Check Service/Programs that will be needed by this student.	Eligible	N/A	IEP	Future
1 Group Policy				
2 Individual Policy				
3 Medicaid				
4 Dental Care				
5 Accident Insurance				
6 Other (Describe)				

CATEGORY F: INCOME

GOAL: The student will have sufficient financial support to live adequately.

	Appropriate	N/A	IEP	Future
1 Family Support				
2 Supplemental Security Income				
3 Earned Income				
4 Unearned Income				
5 Insurance				
6 General Public Assistance				
7 Food Stamps				
8 Other (Describe)				

CATEGORY G: HOUSING/RESIDENTIAL

GOAL: The student will live short-term/long-term in the following situation:

	Appropriate	N/A	IEP	Future
1 With Family				
2 Adult Foster Care				
3 Group Home				
4 Accessible Housing				
5 Subsidized Housing				
6 Independent Living (Daily Support)				
7 Independent Living (Infrequent Support)				
8 Independent Living (Time-Limited Support)				
9 Independent Living (No Support)				
10 Other (Describe)				

CATEGORY H: COMMUNITY LEISURE AND RECREATIONAL ACTIVITIES
GOAL: The student will participate in community activities.

	Appropriate	N/A	IEP	Future
1 Specialized Recreational Activities				
2 Community Centers				
3 Community Colleges				
4 Independent Activities				
5 Clubs/Groups: Social, Hobby, Church				
6 Volunteers				
7 Other (Describe)				

CATEGORY I: INDEPENDENT LIVING SKILLS
GOAL: The student will meet and handle the demands of daily independent living.

	Mastery	N/A	IEP	Future
(1) **HOUSEHOLD MANAGEMENT: The student will locate an appropriate living situation and manage the household responsibilities.**				
1 Reads local newspaper ads to find available housing				
2 Researches other sources for housing to buy or rent				
3 Identifies personal housing needs				
4 Evaluates available housing in relation to needs				
5 Determines price range for rent/payments				
6 Demonstrates behaviors needed to arrange opportunity to view housing				
7 Computes estimated cost of rent, utilities, food, and other expenses				
8 Compares estimated expenses to income				
9 Understands terms of lease or rental agreement				

	Mastery	N/A	IEP	Future
10 Identifies steps needed to establish utilities				
11 Lists household chores and creates schedule				
12 Develops menus and shopping lists				
13 Other (Describe)				
(2) MONEY MANAGEMENT				
1 Understands earnings: Net and Gross Wages/Withholding				
2 Creates list of monthly expenses				
3 Opens personal savings/checking account				
4 Manages personal savings/checking account				
5 Understands how to share costs with roommate				
6 Creates monthly budget for income/expenses				
7 Creates monthly calendar for payment of bills				
8 Understands value of checks and money order to pay bills				
9 Files receipts in personal file				
10 Evaluates costs of major purchases				
11 Understands meaning of good credit rating				
12 Other (Describe)				
(3) PERSONAL AND FAMILY RELATIONSHIPS				
1 Identifies steps needed to maintain contact with family				
2 Develops and maintains friendships with peers, roommates, and support groups				
3 Makes healthy lifestyle choices				
4 Understands rights of others to privacy, respect, safety				
5 Explains role of individuals in relationships				

	Mastery	N/A	IEP	Future
6 Identifies individual responsibilities in relationships				
7 Understands cooperative role of roommates				
8 Identifies steps needed for conflict resolution and problem solving				
9 Explains essential elements of relationships: Communication, Trust, Caring, and Respect				
10 Identifies resource people for personal loss and handling grief				
11 Other (Describe)				
(4) SAFETY				
1 Identifies characteristics of a safe living environment				
2 Identifies characteristics of a safe work environment				
3 Explains/demonstrates emergency procedures for home, school, and the workplace				
4 Other (Describe)				
(5) WELLNESS/PERSONAL HYGIENE				
1 Establishes daily schedule that promotes physical fitness and exercise				
2 Plans meals that represent balanced diet				
3 Includes regular mealtimes in daily schedule				
4 Shows awareness of basic health care needs				
5 Understands stress management strategies				
6 Other (Describe)				

		Mastery	N/A	IEP	Future
(6)	**TRAVEL/TRANSPORTATION**				
1	Travels from his/her home to work, school, medical services, shopping, recreation, and social events				
2	Travels independently (car, bicycle, walk)				
3	Travels independently on public transportation				
4	Understands how to set up a carpool				
5	Travels with specialized equipment and/or transportation				
6	Other (Describe)				
(7)	**CITIZENSHIP**				
1	Identifies and explains responsibilities of citizenship				
2	Understands need to file and pay taxes				
3	Demonstrates awareness/understanding of laws of community				
4	Obeys laws of community				
5	Demonstrates awareness/understanding of rules of workplace/school				
6	Obeys rules of workplace/school				
7	Anticipates consequences for noncompliance				
8	Understands the significance of voting				
9	Knows procedures necessary to register and vote				
10	Other (Describe)				

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CATEGORY J: SELF-ADVOCACY SKILLS
GOAL: The student will behave and speak in a manner which represents and protects his/her interests.

		Mastery	N/A	IEP	Future
1	States rights mandated under Public Law 101-476				
2	States rights mandated under Section 504 of the Rehabilitation Act				
3	States differences between IDEA and Section 504 of the Rehabilitation Act				
4	Identifies support service staff of postsecondary institutions				
5	Defines the terms "assertive," "passive," and "aggressive"				
6	States example of his/her own assertive, passive, and aggressive behaviors				
7	Responds assertively in a given situation				
8	Identifies and requests accommodations needed for a course or job				
9	Works with a personal care attendant appropriately				
10	Communicates with parents and teachers to determine realistic goals				
11	Follows up on Transition Plan objectives for which he/she is responsible				
12	Completes job applications appropriately				
13	Develops and completes a job resume				
14	Develops and compiles an Exit File/Portfolio				
15	Demonstrates needed behaviors for job interview				
16	Other (Describe)				

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CATEGORY K: SOCIAL COMPETENCIES
GOAL: The student will demonstrate needed social skills to make a positive adjustment in the school, the workplace and the community.

	Mastery	N/A	IEP	Future
(1) INTRAPERSONAL SKILLS				
1 Demonstrates acceptance and respect for self				
2 Identifies and interprets feelings of fear, anger, happiness, and sadness				
3 Understands the relationship between self-esteem and behavior				
4 Understands personal interests, preferences, and aptitudes and relates these to career options				
5 Sets standards and goals appropriate for level of ability				
6 Evaluates personal behavior in relation to set of standards				
7 Evaluates personal work performance in relation to established standards				
8 Sets personal goals				
9 Develops strategies to achieve personal goals				
10 Implements strategies to achieve personal goals				
11 Adjusts strategies as needed				
12 Recognizes personal mistakes and failures				
13 Recognizes when to seek support people and ask for help				
14 Assesses/anticipates results of personal actions				
15 Accepts personal responsibility for school work				
16 Accepts personal responsibility for actions in workplace				
17 Accepts personal responsibility for actions in home and community				
18 Evaluates personal behavior in relation to standards of school, workplace, and community				
19 Other (Describe)				

	Mastery	N/A	IEP	Future
(2) INTERPERSONAL SKILLS				
1 Demonstrates acceptance and respect for others and their opinions				
2 Respects the rights of others and their property				
3 Respects cultural differences				
4 Respects individual differences				
5 Is sensitive to feelings and problems of others				
6 Creates personal analogy to identify with feelings of others				
7 Offers assistance to others				
8 Considers, accepts alternative points of view				
9 Provides constructive criticism to others				
10 Communicates concerns about behaviors/problems of others				
11 Accepts constructive criticism from others: teachers, peers, coworkers, supervisors				
12 Contributes/facilitates decision making in a group				
13 Understands need for authority and respects authority				
14 Meets behavior standards of school, workplace, and community				
15 Applies/maintains personal standards in group situation				
16 Other (Describe)				

		Mastery	N/A	IEP	Future
(3)	**PROBLEM-SOLVING SKILLS**				
1	Can identify a problem				
2	Evaluates possible causes of problem				
3	Develops a list of possible actions to take				
4	Lists pros and cons of different choices				
5	Evaluates possible consequences of each action				
6	Chooses a course of action				
7	Implements a course of action				
8	Evaluates outcome of decision				
9	Revises plan if needed				
10	Other (Describe)				

Appendix F:

Case Study — Jason

The Case Study of Jason provides additional examples of correlating student needs to skills on the Transition Profile.

Jason is 18 years old and attends a large suburban high school. Jason is moderately mentally impaired and has received some form of special education since he was four years old. He continues to receive speech and language services to improve his ability to speak and understand language. Jason receives all of his instruction in the special education classroom. Jason's mainstream experiences are limited to participation in homeroom and lunch. He is currently receiving instruction in reading and basic math skills, physical education, home economics, and industrial arts. Jason reads at approximately the third-grade level and has mastered only the very basic math skills. He travels independently in his neighborhood by bicycle and takes the bus to and from school each day.

At the annual review held during his sophomore year, transition needs were discussed. It was decided that a vocational assessment would be completed. The assessment indicated that Jason had a variety of vocational interests, good eye-hand coordination, the ability to follow two-step verbal directions, and sufficient time-on-task behavior.

Situation:

It is the fall of Jason's junior year and an IEP meeting has been convened to discuss transition needs and to develop a transition plan. Present at the meeting are Jason, Jason's parents, the principal, the transition coordinator, special education teachers, the speech therapist and the industrial arts teacher. Jason and his parents have agreed to the idea of a community based vocational experience for Jason for one-half of each school day. This experience would be nonpaid. The purpose of the experience is to further assess career interests, assess employment skills and training needs, and to develop the skills and attitudes necessary for paid employment. Jason's parents would like him to have more than one kind of work experience. Jason's teachers feel he needs a job coach to be with him when he travels in the community and when he is on the job. The speech therapist is concerned about Jason's communication skills in the workplace.

The list of skills that could be identified for Jason on the Transition Profile is quite long. For that reason, skills that relate specifically to a community based vocational experience have been made into a priority. The following skills from the Transition Profile will be addressed in Jason's transition plan:

Intrapersonal Skills:	#4:	Understands personal interests, preferences, and aptitudes and relates these to career options.
	#16:	Evaluates personal work performance in relation to a set of standards.
	#8:	Sets personal goals.
	#14:	Recognizes when to seek support people and ask for help.
Interpersonal Skills:	#9:	Accepts constructive criticism from supervisors.
	#13:	Meets behavior standards of workplace.
Speaking:	#4:	Formulates and asks questions when needed.
	#8:	Organizes and communicates ideas in conversations and in groups.
Self-Advocacy:	#15:	Demonstrates needed behaviors for job interview.
Problem Solving Skills:	#4,6:	Lists pros and cons of different choices; chooses a course of action.
	#7:	Implements a course of action.
Job Training and Placement:	#8:	Observe/Shadow a job to learn more about it.
	#13:	Complete work experience in community.
Learning Styles:	#3:	Analyze new skills to be learned and then use major learning style to master the task.
Travel/ Transportation:	#3:	Travels independently on public transportation; travels from school to work, work to school.

Transition Plan Goals and Objectives

Student: Jason **Date:** 9/10/95 **Page** 1 of 4

Annual Goal: Jason will visit different job sites to learn what different jobs involve (goal is 5 job sites)

TP: Understands personal interests, preferences and relates to career options

Person(s) Responsible: Jason, job coach, Transition Coordinator

List measurable, short-term objectives for each goal. Include evaluation procedures and schedule for each objective.

Short-Term Objectives	Evaluation		Results
	Procedures	Schedule	
1. Jason will observe (shadow) a worker as the worker does his/her job (5 jobs).	Complete Evaluation Summary with Job Coach	Complete by 10/30/95	
TP: Observe/shadow a worker as he/she does job.			
2. Jason will ask questions about job he observes (5 jobs).	Job Coach observation	Complete by 10/30/95	
TP: Formulates and asks questions about job he observes.			
3. Jason will meet supervisor at each job site and respond appropriately in a short interview.	Evaluation by Supervisor, Job Coach	Complete by 10/30/95	
TP: Demonstrates needed behaviors for job interview.			

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Transition Plan Goals and Objectives

Student: Jason **Date:** 9/10/95 **Page** 2 of 4

Annual Goal: Given a choice after visiting job sites, Jason will choose three jobs for his community based training experiences
TP Implements a course of action

Person(s) Responsible: Jason, Job Coach, Transition Coordinator, parents

List measurable, short-term objectives for each goal. Include evaluation procedures and schedule for each objective.

Short-Term Objectives	Evaluation		Results
	Procedures	Schedule	
1. Jason will apply decision making skills to choose 3 job sites	Lists of pros and cons Make choice	Complete by 11/10/95	
TP: List pros and cons of different choices. Choose a course of action.			
2. Jason will identify appropriate standards of behavior for workplace	Creates list for each of 3 jobs	Complete by 11/10/95	
TP: Identifies behavior standards of workplace.			
3. Jason will set (establish) personal goals to achieve on job	Goals in writing	Weekly	
TP: Identifies behavior standards of workplace.			
4. Jason will complete weekly self-evaluations of job performance	Self-Rating	Weekly	
TP: Evaluates personal work performance in relation to a set of standards.			

Transition Plan Goals and Objectives

Student: Jason **Date:** 9/10/93 **Page** 5 of 9

Annual Goal: Jason will interact appropriately with supervisors and coworkers on the job

TP Meets behavior standards of group

Person(s) Responsible: Jason, Job Coach, Supervisors

List measurable, short-term objectives for each goal. Include evaluation procedures and schedule for each objective.

Short-Term Objectives	Evaluation		Results
	Procedures	Schedule	
1. Jason will interact appropriately with coworkers on the job	Observation (Job Coach)	Weekly	
TP: Organizes and communicates ideas in conversations and in groups.			
2. Jason will demonstrate acceptance and understanding of supervisor's comments and suggestions	Observation Supervisor Rating Scales	Weekly	
TP: Accepts constructive criticism from supervisors.			
3. Jason will identify and request any personal accommodations needed in workplace	Conference with Jason, Supervisor and Job Coach	Monthly	
TP: Identifies and requests accommodations needed in job.			

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Appendix G:

Transition IEP Notification Forms

STUDENT INVITATION TO IEP/TRANSITION CONFERENCE

____

(Name of Student)

1. You are invited to a meeting to discuss the services you need as you graduate from high school and move on to future activities.
2. Your parents and teachers will also be invited to this meeting.
3. We would like to know your plans and where you see yourself in the future. We will try to help you develop this plan.
4. We would like for you to take an active role in creating this transition plan. This plan will help you identify what you want and need to do when you leave school.

At the bottom of this page you will find the time, date, place and who will be at the meeting.

If you want to know more or have questions about this meeting, please talk to:

____

Name/Title

Meeting Date: ______________________________

Time: ______________________________

Location: ______________________________

Participants: ______________________________

____

____

____

____

____

____

____

____

____

____

PARENT INVITATION TO IEP/TRANSITION CONFERENCE

Dear ______________________________ Date __/__/__

The time is approaching to develop/review the transition program for

____
(Name)

The new Individuals with Disabilities Education Act now mandates that school systems statewide develop transition plans as part of the overall IEP process for eligible special education students. As a Transition Coordinator, I will help develop a transition plan for your child.

We believe that your involvement in the transition process is instrumental in planning for the success of your child's present and future needs. Your child has received a separate invitation to the meeting and is being encouraged to take an active role in the planning process.

The meeting for your child will be held on:

Date: ________________________ Time: ______________
Location: ____
Invited Participants: ______________________________
____
____
____
____

If you have questions or concerns about transition planning or the scheduled meeting place, feel free to contact me.

Please complete the bottom section of this letter and return it as soon as possible. Keep the top half of the letter for your information.

If we do not hear from you by phone or letter, within ten (10) days, the meeting will be held at the time and date listed below.

Sincerely,

____
Transition Coordinator
WV High School
(phone)

- -

Meeting Time: ______________ a.m./p.m. Meeting Date: ________________
Location: ____

☐ I have read and understand the above notice.

☐ I will attend the meeting.

☐ I do not plan to attend. Please send a copy of the transition plan for me to review and sign.

☐ I want to attend but cannot. I would like to reschedule for another time and/or date ______________________________.

Parent/Guardian Signature: ______________________________________
Phone No: ________________________ Date: ____________________

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AGENCY INVITATION TO ATTEND IEP/TRANSITION CONFERENCE

Name of Student ______________________ D.O.B. _________ Date Sent ___________

To Agency Representative

1. The Individual with Disabilities Education Act (IDEA) requires that school districts invite to IEP conferences, where transition services will be considered, agencies who are likely to be responsible for providing or paying for transition services.

2. Your agency has been identified as a likely transition provider for:

   Name: ______________________________
   D.O.B.: ______________________________
   School: ______________________________
   Parent/Guardian: ______________________________
   Address: ______________________________
   ____

3. A meeting will be held to develop a plan to transition this student from school to postschool activities. This meeting is scheduled:

   Date: ______________________________
   Time: ______________________________
   Location: ______________________________

4. We hereby request your presence at this meeting. If you require additional information about this meeting, please do not hesitate to contact me:

______________________________ at ______________________
Name/Title Phone

- -

PLEASE DUPLICATE AS NECESSARY

Name of Agency Representative ______________________________________

Agency Address ______________________________________
Street City State Zip

Name of Student ______________________________________

☐ I will attend the meeting at the date and time given above.

☐ I cannot attend the meeting at the date and time given above, and suggest the following steps be taken to obtain my participation.

____

____

Appendix H

Transition IEP Planning Forms

TRANSITION PLAN SUMMARY SHEET

Date of Meeting __/__/__ Page __ of __

I. Student Information

Student ________________ D.O.B. ______ School ________________ Grade ___

Parent/Guardian ________________ Address ______________________________

Phone (Home) ______________ (Work) ______________ (Emergency) ______________

Projected Adult Living and Working Environments ______________________________

____

II. Transition Services

Evaluate each Postschool Outcome for the student. If an area is not addressed, indicate reasons for decisions.

N/A	Present Need	Future Need	Postschool Outcomes	Comments
			A. Job Training and Placement	
			B. Limits to Employability	
			C. Postsecondary Education	
			D. Medical Services and Therapies	
			E. Medical Resources	
			F. Income	
			G. Housing/Residential	
			H. Community/Leisure/Recreation	
			I. Independent Living Skills	
			J. Self-Advocacy Skills	
			K. Social Competencies	

III. Transition Team

		Agreement
Parent/Guardian	____________________	________
Student	____________________	________
Administrator	____________________	________
Psychologist	____________________	________
Evaluator(s)	____________________	________
	____________________	________
Specialists	____________________	________
Reg. Ed. Teacher(s)	____________________	________
Voc. Representatives	____________________	________
Agency Representatives	____________________	________
Transition Coordinator	____________________	________
Other	____________________	________
	____________________	________

TRANSITION PLAN

(Page __ of __)

Statement of Goals and Objectives

Student: ________________________ D.O.B.: __________ School: __________________ Date: __/__/__

Annual Goal ____

____

List measurable, short term objectives for each goal. Each goal should contain starting and ending dates, conditions, behavior, and criteria.

Short Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	

Appendix I:

Transition IEP Case Study — Susan

TRANSITION PLAN SUMMARY SHEET

Date of Meeting __/__/__ Page 1 of 5

I. Student Information

Student Susan S. D.O.B. 10/12/74 School W.V.H.S. Grade 12

Parent/Guardian Jane F. Address W.V.

Phone (Home) ________ (Work) ________ (Emergency) ________

Projected Adult Living and Working Environments ________

II. Transition Services

Evaluate each Postschool Outcome for the student. If an area is not addressed, indicate reasons for decisions.

N/A	Present Need	Future Need	Postschool Outcomes	Comments
		✓	A. Job Training and Placement	Voc. Assess/Counselor
	✓		B. Limits to Employability	V. Imp./Transp
	✓		C. Postsecondary Education	Comm. College
	✓		D. Medical Services and Therapies	Orient. & Mobility Trng
		✓	E. Medical Resources	
		✓	F. Income	
		✓	G. Housing/Residential	
		✓	H. Community/Leisure/Recreation	
		✓	I. Independent Living Skills	Travel/Transp
	✓		J. Self Advocacy Skills	
	✓		K. Social Competencies	

III. Transition Team

		Agreement
Parent/Guardian		
Student		
Administrator		
Psychologist		
Evaluator(s)		
Specialists		
Reg. Ed. Teacher(s)		
Voc. Representatives		
Agency Representatives		
Transition Coordinator		
Other		

TRANSITION PLAN

(Page 2 of 5)

Statement of Goals and Objectives

Student: Susan S. D.O.B.: 10/14/74 School: W.V.H.S. Date: __/__/__

Annual Goal: Susan will have the instructional materials and environment modified as necessary to provide equal and timely access to instructional content.

List measurable, short-term objectives for each goal. Each goal should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will use Braille texts and tapes of textbook material as necessary for all classroom activities.	Susan, Regular program staff, Teacher/Consultant for the Visually Handicapped	At least 90% of materials will be modified	June 1995	
Susan will complete all written work using a portable Braille typewriter.	Susan, Regular program staff, Teacher/Consultant for the Visually Handicapped	Portable Braille typewriter provided for Susan	June 1995	
Susan will identify and request modifications as needed in her courses.	Susan, Regular program staff, Teacher/Consultant for the Visually Handicapped	90% determined by weekly review done by Teacher/Consultant of the Visually Handicapped	June 1995	

TRANSITION PLAN

(Page 3 of 5)

Statement of Goals and Objectives

Student: Susan S. D.O.B.: 10/14/74 School: W.V.H.S. Date: __/__/__

Annual Goal: Susan will increase her understanding of postsecondary options.

List measurable, short-term objectives for each goal. Each goal should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will identify the support staff at postsecondary institutions	Susan, Guidance Counselor, Teacher/Consultant for the Visually Handicapped		January 1995	
Susan will identify at least three institutions that could provide an appropriate postsecondary education	Susan, Guidance Counselor, Teacher/Consultant for the Visually Handicapped		January 1995	
Susan will take the ACT with modifications	Susan, Guidance Counselor, Teacher/Consultant for the Visually Handicapped		January 1995	
Susan will obtain at least two applications from postsecondary sites (i.e., job applications, admission applications)	Susan, Guidance Counselor, Teacher/Consultant for the Visually Handicapped		January 1995	

TRANSITION PLAN

(Page 4 of 5)

Statement of Goals and Objectives

Student Susan S. D.O.B.: 10/14/74 School: W.V.H.S. Date: __/__/__

Annual Goal: Susan will increase her understanding of her personal aptitudes and the corresponding career choices.

List measurable, short-term objectives for each goal. Each goal should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will conduct one or more interviews with persons who have a job in her field of choice	Susan, Transition Coordinator, Vocational Assessment personnel, Teacher/Consultant for the Visually Handicapped		March 1995	
Susan will take part in a complete vocational assessment at the Vocational Center to develop an understanding of her personal preferences, interests, and aptitudes.	Susan, Transition Coordinator, Vocational Assessment personnel, Teacher/Consultant for the Visually Handicapped		December 1995	
Susan will participate in a conference to interpret the results of the Vocational Assessment and relate these results to career options.	Susan, Transition Coordinator, Vocational Assessment personnel, Teacher/Consultant for the Visually Handicapped		January 1996	
Susan will participate in career counseling to apply the results of the Vocational Assessment in developing realistic goals.	Susan, Transition Coordinator, Vocational Assessment personnel, Teacher/Consultant for the Visually Handicapped		March 1996	

TRANSITION PLAN

Statement of Goals and Objectives

(Page 5 of 5)

Student: Susan S.

D.O.B.: 10/14/74

School: W.V.H.S.

Date: __/__/__

Annual Goal: Susan will improve her ability to travel safely and efficiently independently.

List measurable, short-term objectives for each goal. Each goal should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Susan will demonstrate the ability to safely and efficiently travel within rural, residential, semibusiness, and business environments.	Susan and Orientation and Mobility Specialist		January 1995	
Susan will demonstrate the ability to safely cross intersections without any traffic control within rural and residential environments.	Susan and Orientation and Mobility Specialist		January 1995	
Susan will demonstrate the ability to safely cross controlled intersections.	Susan and Orientation and Mobility Specialist		January 1995	
Susan will demonstrate the ability to establish and maintain orientation within rural, residential, semibusiness, and business environments.	Susan and Orientation and Mobility Specialist		March 1995	

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